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The 1980
COLLEGE TEXTBOOK SURVEY

An examination of the attitudes of college students, faculty, bookstore managers and publishers toward themselves and the college textbook market

Prepared by Crossley Surveys, Inc. for
The Association of American Publishers
The Book Industry Study Group
The National Association of College Stores

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A STUDY OF THE MARKET
FOR COLLEGE TEXTBOOKS

Prepared For:

The Book Industry Study Group, Inc.

Association of American Publishers

National Association of College Stores, Inc.

Prepared By:

Crossley Surveys, Inc.

March, 1980

The conclusions and opinions expressed herein are solely those of the writers and not necessarily those of the Association of American Publishers, Inc. and the Book Industry Study Group, Inc., its officers or members.

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PREFACE

There have been substantial changes in the American College scene since the last study of the College Market was completed in 1974. Students have changed. Enrollment patterns have shifted. Competition has intensified. Book distribution channels are different. College publishers and booksellers are challenged as never before to understand and control the marketing environment in which they must operate.

For the first time College publishers (the Association of American Publishers) College booksellers (The National Association of College Stores) and the Book Industry Study Group have joined together to undertake a study of the College Market, the participants in that market, and their perceptions of one another. There is much to be learned from this study for those who seek a fuller understanding of the emerging College Market of the eighties.

To highlight a few of the major findings of the College Market Study and some of their implications for publishers and booksellers:

I. Users of textbooks today are more serious students than they were in 1974. However, the faculty says that these students are less well prepared for college. This poses a problem for the editors in developing textbooks in the 1980's.

II. The process of textbook selection is now more likely to be a group process. The single most important factor in selection is the perceived quality of the book. Publishers must re-evaluate advertising, promotion, the use of travellers, and sampling in the light of this finding.

III. Faculty in the largest courses still require a hard cover textbook. Although paperback texts are increasing modestly, and the student buys the required text, the suspicion that the required textb[illegible] is diminishing in its use is not correct.

IV. The college bookstore is regarded by faculty and students positively. The faculty recognizes that it creates a problem by being notoriously late in submitting its adoptions and does not plan to change . . . The used book wholesaler is regarded favorably and the publisher is considered less favorably by the bookseller. The publisher, who sees himself as a creator of the book and a full participant in the educational process has a substantial challenge ahead — to have the perceptions agree with the facts.

V. It is unlikely that there will be any significant change in the return picture. The publisher continues to publish, review and promote year round; the faculty selects when ready without regard to deadlines; the bookstore frequently does not have reliable information either on past purchases or future needs. The best the publisher can do is to provide information to the bookstore to assist in more intelligent purchases. This will have only a modest effect.

VI. The used book has become an extremely important factor in the marketing of college textbooks. Most students use funds other than those provided by parents for book purchases. The buyer of the new text buys for reasons other than price. The used book buyer is a price sensitive buyer seeking out the used book because the significantly lower initial cost makes it more attractive. Bookstores participate actively and eagerly in the used book market in order to realize increased profits and serve their students. The long term prospects for major sales increases for the new text are not encouraging given the increasing competition from the popular used text selling for 25% less than the new text.

VII. The wholesale book dealers have become much more active competitors to the publishers in the college market. They have increased market share in recent years through leased stores, through aggressive used book distribution at retail and wholesale levels, and through new book distribution – particularly professor sample copies which wholesalers purchase and resell, depriving publishers and authors of sales and royalty income normally associated with the first sale of new books.

Some of us will be challenged by the findings in this study and others will wish they were different. Some of us will act on the findings and others will ignore them. At a time when our industries are being tested, we believe that there is much to be gained from a vigorous analysis of these findings.

David P. Amerman
March 11, 1980

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MAJOR FINDINGS

I. TODAY'S STUDENT - A MOVING TARGET

The survey's profile shows that today's college students differ in important ways from the stereotypical undergraduate of even the recent past -- and these changes have major implications for the textbook industry.

- Today's students (70%) see career preparation as their primary reason for being in college.

But ...

- Their professors have not budged from a commitment to the liberal arts and the concept of education for its own sake.

- Professors judge today's students to be less well prepared than their predecessors, and to have lower reading ability.

But ...

- Professors also report that today's students are more highly motivated than those of 1974.

Students are also now spending more hours each week studying, and they have a more positive attitude toward their educational experience than five years ago.

The survey also shows that the financial situation of today's students distinguishes them significantly from students of years past:

- More than half of today's students are financing their own education -- and these students tend to buy fewer books than their classmates whose parents are paying the bills.

- One out of five students report that they are having severe financial problems. These students sacrifice to buy just as many books as their more affluent classmates, but they are more likely to buy them used.

II. TEXTBOOK EVALUATION AND ADOPTION

How do books get into the hands of these students? The survey followed the process from the moment first word about a text reaches a professor to the final decision to adopt a book. These findings were used to construct a model that demonstrates the relative importance of factors that influence each of the four stages of the process.

First Notice

The vast majority of professors first learn about new textbooks from the publishers' own promotional activities. Professional reviews and the recommendations of college travelers are less important than in 1974 and vary in importance according to the type and quality of the school.

Sizing Up The Possibilities

A book becomes a candidate for adoption as professors seek more detailed information about it. Solicited and unsolicited copies are the most important sources of this sort of information. Circulars and brochures have become more effective, and college travelers less effective in recent years.

Narrowing The Field

A book enters active consideration by gaining good word-of-mouth from colleagues, by the impact of the authors' reputation, and by the professor's own impression gained from review copies. Brochures, advertising and travelers have almost no impact at this stage of the process.

Coming To A Decision

Finally, the text has to make it on its own. Professors report they base their adoption decisions on the breadth and comprehensiveness of the text, on its suitability for individual teaching styles, and on its up-to-dateness. Factors such as student feedback, graphic layout, price, and the reputation of the author and publisher are of minor importance. The survey results emphasize one overwhelming fact: the critical role of the review copy. The vast majority of professors say it is "very unlikely" they would ever adopt a book without evaluating the book itself; nothing less (table of contents, sample extracts) will do.

The survey examined in detail two problematic aspects of the adoption process: text selection by committee and faculty attitudes towards texts. Because of the particular difficulties committee selection poses to the marketing strategist, it is noteworthy that the survey found a significant variation in the distribution of schools and departments where text selection was by committee, depending on whether the school was public or private, two-year or four-year, the academic rank of the school, and on the type of department. The survey also discovered that decision-making by committee is spreading at two-year and lower ranking schools, but not at four-year or higher ranking schools.

The survey of professors' attitudes toward their textbooks revealed a large measure of vagueness and uncertainty about textbook trends. This uncertainty is most clearly revealed in the contradiction between their strong belief that most introductory textbooks perform equally well, and their belief that textbooks are becoming more innovative.

III. SOLICITED AND UNSOLICITED TEXTS -- HOW MANY ARE THERE AND WHAT HAPPENS TO THEM?

Because examination texts are such an essential part of marketing strategy, the survey investigated three important aspects of the practice: the number of such texts that individual professors receive, how professors dispose of unsolicited copies, and attitudes toward the sale by professors of solicited texts. The survey found that professors receive an average of 7.0 unsolicited texts each year, and that they consider 5.1 of them for possible adoption. These numbers are even higher at two-year colleges. Most professors (77%) say that they keep unsolicited copies for their own libraries. Only 6% admitted that they had ever sold such books although 54% said that wholesalers had approached them offering to buy such books. (Whatever the case may be, the study estimated that 4% of the texts sold each year, which could represent as much as $20 million in sales, are new books supplied by wholesalers.)

While professors are under no obligation in regards to their disposition of unsolicited texts, the overwhelming majority of bookstore operators and professors consider the sale by professors of solicited texts to be unethical.

IV. TEXTBOOK AVAILABILITY -- "IT'S NOT IN YET"

How often does the term begin before the text arrives? Students estimate that 9% of the books professors assign are not available when needed, and they believe the bookstores and the faculty are equally to blame for this. The faculty's estimate of late books is slightly lower (8%), and they spread the blame equally among themselves, the store and the publishers. Bookstores, as might be expected, place the responsibility largely on the faculty and the publishers.

V. THE TEXTBOOK ORDERING PROCESS -- WHO DROPS THE BALL?

Since both publishers and bookstores share the blame when the books don't arrive on time, the survey investigated the book ordering process and clearly established that the major problem -- an apparently insoluble one -- is the late requisition of books by professors.

The survey found that fully 42% of professors nationwide do not get their book orders in by the deadline set by the bookstore. In some stores (14%) the percentage of the faculty who do not get their orders in runs 75 percent or higher. Further investigation showed that professors have little interest in the ordering process -- they cannot recall how they order the books, they do not know what the deadlines are, and they cannot remember getting notices from the bookstores even where the bookstores insist they have sent them out. Efforts to get professors to mend their ways have had little sucesss; the stores continue to live with the problem, and accept the professors' laxity, despite the problems they cause.

VI. RETURNS

For both publisher and bookstore the least desirable disposition of a textbook in the store is for the book to be returned to the publisher -- and bookstores report that returns equal 15 percent of their total new textbook dollar sales. (There is no consensus among bookstores as to whether this rate is increasing or decreasing.)

Why?

The survey investigated two aspects of the returns problem -- bookstores' policies governing returns of unsold books, and the reasons why bookstores over-order texts.

Inventory Policies

The survey discovered that the inventory policy at stores with high return rates is to keep only a small percentage of unsold texts on hand, and that policies at stores with low return rates permitted them to keep a higher percentage. Apparently a store's returns rate is more a function of its inventory policy than the ability to match orders with sales. Smaller stores and stores serving two-year schools tend to retain larger proportions of their unsold new textbooks on hand.

Why Do They Order Too Many?

Why are there unsold books, many of which are returned to the publisher? A fundamental reason is that bookstores picture themselves primarily as a service to students and faculty, not a sales agent for publishers, and so they generally

order in excess of their expected sales to satisfy all their customers' needs. Over-ordering may also be stimulated by the belief that publishers cannot fill follow-up rush orders with sufficient speed. Beyond this small amount of over-ordering done to ensure that all customers' needs are met, bookstores believe that texts remain unsold for reasons that are largely out of their control. They feel that at times professors do not require purchase of texts forcefully enough, although both students and faculty deny this. Bookstores also cite other factors: cancelled courses, late requisitions by professors, and late delivery by publishers.

VII. TEXTBOOK USE -- THE SITUATION TODAY AND PROSPECTS FOR TOMORROW

The survey provides a detailed analysis of the textbook-use situation in today's colleges -- and prospects for the future. The survey found that both faculty and students continue to regard textbooks as an essential part of the educational process -- the vast majority of students and faculty feel that a student's exclusive reliance on class notes in a course will hurt his performance. Professors say they emphasize the importance of purchasing and using the course text -- and the survey shows that students do recall this advice. A comparison of survey results with 1974 data shows that the proportion of students in large courses using textbooks has significantly increased, and the proportion of students in such course buying the assigned texts has also grown -- from 89 percent to 96 percent. The survey also noted a substantial rise in the use of paperbound texts.

The average student spent $83 on 7.5 books per term, with social science students buying significantly more, math and engineering students significantly less.

One-quarter of the students reported that they did not buy one or more of the texts required for courses during the present term. The survey found that the most frequent reason for this was that the student had access to someone else's copy.

VIII. USED BOOKS

This survey reports the highest market share for used books of any industry data to date. According to bookstores 21 percent of their textbook sales (in dollars) come from used books. Slightly more than half of these books are supplied by wholesalers, the rest by students. The survey also learned that 4 percent of bookstore sales are new books supplied by wholesalers. In all, the wholesalers' total share of the bookstores' textbook dollar sales is 15 percent; publishers have 75 percent and the remaining 10 percent came from students.

The investigation then turned its attention to a prime market for texts, large survey courses. The survey learned that the used book unit share of textbooks purchased in such courses is 25 percent, unchanged from 1974. Students report that used books are slightly less available than five years ago, possibly reflecting a general shortening of revision cycles. If given the choice, today's students are slightly more likely than their predecessors to choose a used book.

The survey learned that 40 percent of the students in large courses plan to sell their textbooks when the course is completed, a proportion that has not changed since 1974. Nearly all bookstores surveyed buy back textbooks from students during at least a few weeks each term. Most stores (60%) conduct these sessions in conjunction with a wholesale representative; most of the others resell at least some of the books thus obtained to wholesalers, a situation that underscores the close working relationship that has developed between the stores and the wholesale book industry.

IX. BOOKSTORES, FACULTY, PUBLISHERS AND WHOLESALERS: WHAT THEY THINK OF EACH OTHER

Because publishers, in their efforts to supply students with textbooks, have to operate in the context of attitudes that have developed on campus, the survey probed the images of the bookstores, the publishers and the wholesalers, with particular attention to attitudes that might affect the competition between wholesalers and publishers in the bookstores. The survey uncovered no problems with the faculty's image of the publishers, but the survey did find that there is serious matter for concern in the publishing industry's image among the bookstores.

The survey found that bookstores look with more favor on the wholesalers than on the publishers. After probing a variety of reasons that might explain this, the survey found that one factor in particular seems to have soured the bookstore-publisher relationship: bookstores feel the wholesalers offer them a more favorable pricing structure than offered by the publishers, and that this consideration outweighs, in the bookstores' estimation, all of the other factors in which the publishers are clearly considered superior to the wholesalers.

INTRODUCTION

BACKGROUND

This report presents the results of a major investigation into the market for college textbooks in the United States. The study was undertaken by The Book Industry Study Group, Inc., the Association of American Publishers, and the National Association of College Stores, Inc. Crossley Surveys, Inc. conducted the investigation and prepared this report.

The Book Industry Study Group is a not-for-profit corporation organized to assist in the exchange of ideas among members of the book industry and to facilitate research into related matters. The Book Industry Study Group supervised the project.

The Association of American Publishers, the major trade association of the publishing industry, provided major financial support for the study, provided input from textbook publishers and is responsible for the distribution of this report. The National Association of College Stores, a membership association of bookstores on college campuses, provided financial support and represented the college bookstores' viewpoint in the study.

Crossley Surveys, Inc., a New York City based marketing and public affairs research and consulting organization developed the research plan, collected the data and provided most of the interpretation of the findings. Crossley worked under the direct supervision of a committee composed of individuals representing the above organizations.

The committee consisted of:

David P. Amerman, President College Book Division Prentice-Hall, Inc.	Chairman, College Division Association of American Publishers
Carol S. Gold Manager, Marketing Research John Wiley & Sons, Inc. Publishers	Representing Andrew H. Neilly, Jr. Chairman, The Book Industry Study Group, Inc.
JoAnn McGreevy, Director New York University Book Centers New York University	Member, National Association of College Stores, Inc. and Secretary, The Book Industry Study Group, Inc.
Martin P. Levin, President Book Publishing Group The Times Mirror Company	Director, The Book Industry Study Group, Inc.

Initial meetings between Crossley and the committee produced agreement on the scope and objectives of the Study. Periodic meetings were held during the execution of the Study to review progress and to ensure the research continued to meet the needs of the sponsors.

Franklin B. Leonard, President of Crossley Surveys, Inc. served as the Project Officer. John W. Taylor, a Crossley Vice President, functioned as the Project Director.

STUDY OBJECTIVES

This study was undertaken to provide the sponsoring publishers and bookstores with information which would enable them to improve the marketing and distribution of college textbooks. The college textbook market can be characterized as a complex set of relationships between and among numerous participant groups, each having their own interests and objectives. For the purposes of this study the following groups were considered to have major roles:

Publishers - develop new titles, produce and distribute college textbooks.

Bookstores - order books specified by faculty members, stock and sell new and used books to students, buy used books from students.

Faculty - adopt titles for classroom use, author textbooks.

Students - purchase, use textbooks and sometimes resell books as used textbooks.

Travelers - publisher's sales representatives who promote books among faculty and bookstores, act as company representative, and seek out new authors.

Wholesalers - buy used books from students and bookstores, buy new books from faculty, supply new and used books to bookstores.

Early in the development of the study plan it was decided to focus on relationships and communications between and among the above groups. It was hoped that examining attitudes of one group toward another would reveal problems, misconceptions, or misunderstandings that, if remedied, would result in a smoother flow of books from publisher to student.

Therefore, the study sought both to measure adoption and sales conditions on campus and to determine attitudes and opinions of the participating groups.

Previous studies, in 1972 and 1974, focused on objective measures of textbook marketing. The current study repeated a number of questions from the earlier studies to allow the tracking of trends in the demand for textbooks and the effectiveness of textbook distribution. In addition, the study has, for the first time, investigated what participants think about each other, how they communicate and how dealings between parties could be improved.

In large part this is a report of attitudes and opinions. Such attitudes and opinions may not always be well-founded or correct. Nonetheless, they do exist and it is important to understand them and to determine their effects on business relation. The survey sought to determine what attitudes and opinions are held by the various groups, why they exist, why they may be off target and what can be done to improve them.

RESEARCH PLAN

The study was designed by Crossley Surveys to collect data from representative samples of bookstores, faculty and students at United States institutions of higher education. Initially qualitative investigations, including focus group sessions, were conducted among bookstore operators, professors, travelers and publishers. Attitudes and opinions among publishers reported herein are based on the focus group session attended by heads or senior editors of eight major college textbook publishing companies and on discussions with the BISG committee which supervised the project.

The quantitative survey included conducting personal interviews with 60 bookstore operators, 298 faculty members and 500 students. The interviewing was conducted in November, 1979 at 39 campuses in the continental United States.

All three samples were designed to be representative of the market for college textbooks. That is, if one bookstore or school had twice as many sales or students as another, it had twice the chance of being drawn in the sample.

The 60 bookstores who participated in the survey (only one refused), account for about six percent of all U.S. textbook sales. Bookstore operators or managers were surveyed in person by Crossley's interviewers.

Interviews were conducted with faculty members and students on the same campuses served by the 60 bookstores. Statistical controls were used in the selection of faculty and student samples to ensure that they fully represent their respective populations in terms of academic title and department (faculty) and in terms of sex, academic major and year in school (students). Appendix A contains a detailed description of the sampling and data collection techniques used in the study, while Appendix C contains sample questionnaires.

The samples of bookstores, faculty members and students were selected using scientific procedures and were interviewed by Crossley's personnel with equal care. The results are samples which closely match their respective populations and which can confidently be used for projection to their respective universes.

DETAILED FINDINGS

This report begins by looking at the college student - the ultimate buyer and user of college textbooks. How the student's books are selected by the faculty, including the role of solicited and unsolicited copies is then examined. After adoption, students purchase and use textbooks, although they sometimes find the books are unavailable in the bookstore. Why the textbook ordering process sometimes has this outcome is discussed next. Textbook returns and their relation to the ordering process, as well as how used books fit into the picture, are also examined. The report concludes with a wide ranging discussion of how the various groups regard each other and how their impressions may affect the marketing of college textbooks.

I. TODAY'S COLLEGE STUDENT

Motivated But Poorly Prepared

According to faculty members surveyed, the college student of 1979 is less well prepared than the student of five years ago, but is more highly motivated. In 1974, 39 percent of faculty members considered college students to be well prepared academically (Table 1). This response was made by only 29 percent of faculty members in the current survey. Faculty members are also less confident that today's students can work in an unstructured learning environment: while 40 percent responded positively in 1974, only 32 percent agreed in 1979.

However, in the opinion of faculty members college students of 1979 are more highly motivated than the students of 1974. Fully one-half of the faculty interviewed in the Fall of 1979 agreed that students are highly motivated. This represents a significant increase from the 37 percent who answered similarly in 1974.

Table 1

Faculty Impressions of Students' Capabilities,
1979 Compared To 1974
(Percent agree with statement)

	1979	1974
	%	%
Students:		
Are highly motivated	50	37
Are able to work independently in unstructured learning environments	32	40
Come to college well prepared academically	29	39

Emphasis On Careers

The professional orientation of students' courses, as observed by the faculty, is confirmed by the students, who said they are attending college to ready themselves for a career. Over 70 percent of the students surveyed said their primary objective was to "prepare for a career" as opposed to becoming a "well rounded, educated person" (30 percent).

Despite this high level of career preparation cited by students, only one in five faculty agreed fully that college education has become too career oriented. However, 50 percent more agreed partially with the statement. Faculty views on this matter have changed only slightly since 1974.

Table 2

Faculty Opinions on Educational Values

	1979	1974
	%	%
Colleges and universities today are too concerned with training professionals and not enough with educating human beings:		
Agree fully	19	19
Agree partially	49	37
Disagree	30	43
There is too much emphasis on making life easy for students these days, and not enough on getting them to put in the hard work it takes to get a good education:		
Agree fully	29	25
Agree partially	36	42
Disagree	34	33

A majority of faculty do not believe getting a college education today is any easier than in 1974. However, 29 percent of surveyed faculty members felt strongly that learning was being made too easy for students, but this is a level that has not changed significantly since 1974.

Interestingly, college students are more positive about their education experience today than they were in 1974 (Table 3). Their level of satisfaction with courses, faculty and textbooks have all increased since 1974.

Table 3

Student Ratings of Courses, Professors, Books

	1979	1974
	%	%
Courses:		
Very satisfactory	44	28
Somewhat satisfactory	54	66
Unsatisfactory	2	6
Professors:		
Very satisfactory	42	31
Somewhat satisfactory	52	64
Unsatisfactory	6	5
Books Assigned:		
Very satisfactory	32	24
Somewhat satisfactory	59	61
Unsatisfactory	9	15

Most faculty members agree that present day students are oriented toward professional courses more than liberal arts (84 percent) and respect the faculty (76 percent). In terms of educational abilities, the faculty gives students low marks. Particularly in terms of reading level, independent study capability and overall academic preparation the faculty is critical of today's student body. But, only a minority of faculty (31 percent) reported present day students have less reasoning ability than earlier students.

Table 4

Faculty Impressions of Student Capabilities
(Percent agree with statement)

	Total Schools	School's Academic Rank		
		High	Medium	Low
	%	%	%	%
Are more inclined toward professional courses and less toward liberal arts	84	79	87	86
Have a high regard for faculty members	76	74	77	75
Have lower reading levels than students in the past	60	48	65	69
Are highly motivated	50	55	47	44
Are able to work independently in unstructured learning environments	32	45	22	24
Have less reasoning ability than earlier students	31	15	41	42
Come to college well prepared academically	29	42	23	17

Faculty impressions of students vary by the academic level of the school attended. Faculty from schools with low academic standing are more critical of students' reading, independent study and reasoning abilities and their overall preparation than are the faculty from more prestigious institutions, a not unexpected observation. For example, 42 percent of faculty members from schools with high academic ranking (based on SAT or ACT scores of entering Freshmen) thought their students come academically well prepared. Conversely, only 17 percent of faculty at low ranking schools considered their students to be well prepared for college.

Presumably the perceived differences between these responses reflect actual changes in the American college student. Such changes have occured in part because of the expansion of our higher education system to include people who might not have attended college in the past.

Student Satisfaction

Students attending two-year schools were more satisfied with their courses, professors and books than were students from four-year schools. Students from smaller schools are more satisfied with their faculty than are the student bodies of larger institutions. While private school students were more satisfied with their courses and professors than public school students, they were less satisfied with the books they have been assigned. (See Appendix Table 5 for details.)

STUDENT EDUCATIONAL EFFORT

An Increased Dedication

College students, in all types of schools, reported taking an average of 4.5 courses during the Fall term. The respondents represent the 5.9 million full-time undergraduates reported by NCES. Another 2.6 million part-time undergraduates are enrolled in the United States higher education system.[1] They presumably take fewer classes and represent less book purchase potential on a per student basis.

If the amount of time students spend studying each week is a good measure for student intentions, today's students are taking their studies more seriously than did the students of 1974. Sixty percent of today's students report studying more than eight hours per week, an increase from 49 percent in 1974.

The variations in study time by type of student and school are the same as found in 1974 (Table 5). Students at private schools and four-year schools continue to be more studious. Students whose objective is to become well-rounded persons spend more time studying than do the career oriented students. Amount of study time is also correlated with number of books purchased and having more required texts assigned.

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[1] Fall Enrollment in Higher Education, 1976 NCES, 1978.

Table 5

Student Study Time

	Percentage Studying More Than Eight Hours Weekly
	%
Total Sample	60
School Type:	
Two-year	50
Four-year	64
School Status:	
Public	59
Private	67
Academic Objective:	
Career	56
Well-rounded	68
Number Books Purchased For Term:	
Six and under	50
Seven to ten	64
Eleven and over	82
Largest Class:	
Has required textbooks	62
Has no required textbooks	51

STUDENT FINANCES

As expected, the largest group of students rely primarily on their parents' financial support while attending college but this group totals less than one-half of students (42 percent). Loans and grants provide the largest source of funds for 28 percent of the students. The potential of government and financial institution policies to affect college enrollments and thus book purchases is evident in this group. One-third of the students report their own income or savings as their major source of funds.

Table 6

Primary Source of Student Funds For Living and Educational Expenses

	Total Students*
	%
Parents	42
Loans/grants	28
Working (self)	20
Own savings	13
Scholarship	10
Spouse	4

* Total may exceed 100.0% due to multiple responses.

Parents are a more important source of funds among students attending private schools and four-year schools. Scholarship funds are more prevalent among students attending four-year schools, private schools and schools in the West. Loans and grants conversely are more prominent at two-year and public schools. Both forms of external funds are more popular at schools with high academic stature. Students supporting themselves through working are much more common at the lower ranking schools.

As a corollary, the survey found that students with a career as their primary objective are likely to be using loans or grants, whereas students with the well-rounded person as their objective are more likely using their parents' funds or scholarships. (See Appendix Table 6 for details.)

Students who report their parents as their primary source of financial support also report their parents have an average annual family income of $28,500. Fully, 31 percent have incomes over $35,000, while only 10 percent report incomes under $15,000. Parents' incomes are higher for students attending private schools and small schools. (See Appendix Table 7 for details.)

About one out of five college students report having a serious problem getting "enough money to meet the expenses of living and going to school" (Table 7). About two out of five have "somewhat of a problem," while the remainder report no problems. Students' financial problems appear to be no more serious today than in 1974. About one-third of the students say their parents are the source of money for their book buying funds, while two-thirds report they use their own funds.

Table 7

Degree of Financial Problems

	1979	1974
	%	%
Serious problem	19	20
Somewhat of a problem	39	45
Not much of a problem	42	35

Significantly, despite economic pressures, and regardless of their sources for funds, students report they "spend whatever is necessary to get the books they need" (87 percent), as opposed to having a pre-determined, fixed budget for buying books.

II. TEXTBOOK EVALUATION AND ADOPTION

SOURCES OF TEXTBOOK INFORMATION

First Awareness

Most faculty members first hear about the publishing of a new title through the publisher's promotional efforts. Three-fourths say they hear about new titles from advertising and promotion, the same level as reported in 1974.

College travelers, who were not included as a separate source in the 1974 question, constitute another important method publishers use to communicate directly to faculty. One-third of faculty cited travelers as the way they first hear about new publications.

The large number of professors reporting professional reviews (34 percent) presumably reflects information available for adoptions of already available texts rather than new titles. It is important to note that subjective questions about adoption motivations are subject to limitations. Frankly, respondents are not always conscious of the importance of all sources of influence on their thinking and ultimate selection.

Advertising/promotion is relatively more effective among faculties of private schools. Travelers' strengths lie among the two-year schools, smaller schools and lower academically ranking schools. Professional reviews are more prevalent among faculty members of four-year and academically superior schools.

Table 8

First Awareness of Newly Published Textbooks

	1979	1974
	%	%
Publishers' advertising/promotion	74	73
Reviews in professional journals	34	40
College travelers	33	NA
Speaking to colleagues	23	28
Own initiative	10	24
Departmental/institutional sources	7	7
Libraries	4	5
Bookstore displays	3	2

While Table 8 indicates sources of first awareness, Table 9 shows faculty members' ratings of sources of more extensive information - the type needed to make an adoption decision. Requested and unsolicited copies of textbooks continue to dominate this list, as in 1974. Brochures have gained importance, presumably a reflection of publishers' increasing use of direct mail.

The importance of travelers (24 percent) is down somewhat from 1974. Travelers are less important among faculties of the largest schools, private schools and schools in the South. (See Appendix Table 8 for details.)

Table 9

Sources of Textbook Information

	1979	1974
	%	%
Solicited copy	57	60
Unsolicited copy	48	47
Circulars/brochures	30	19
College travelers	24	32
Academic convention displays	13	13
Journal advertisements	10	15

Narrowing the Field

Once faculty members have heard of a new title (Table 8) and received more information about it (Table 9) they must decide whether to include it among the small group of books that will be seriously examined and considered for adoption (short list). Recommendation by other faculty members is the most important factor in a text being included in the group considered for adoption. Receiving an unsolicited copy, student recommendations and the author's reputation are also important at this stage in the adoption process.

Brochures, advertisements and traveler recommendations are not effective at this stage, their purpose having been served in creating awareness of the new titles. Faculty members also claim that adoptions by leading schools has little influence on their thinking.

Table 10

Reasons for Considering Texts for Adoption
(Percent rating item very important)

	Total Faculty
	%
Recommendations by other faculty members	59
Receiving an unsolicited copy for review	40
Favorable comments by students who have used the text	39
The author's reputation	37
Receiving a brochure in the mail	9
Adoption by a leading school in discipline	8
An advertisement in an academic journal	5
A traveler's recommendation	5

Four out of five faculty members reported having at some time received opinions from students about the quality of the textbook they were using in their largest course. Among students, 12 percent reported having made such comments to faculty members. These rates were somewhat higher, for both faculty and students, at private and two-year schools.

Coming to a Decision

When faculty members are examining textbooks and making the final decision on an adoption, the three key factors are:

- breadth and comprehensiveness of the text
- whether text complements teaching style
- up-to-dateness of the text

These same three factors also dominated responses in the 1974 survey. These criteria are ranked in essentially the same order by all types of faculty members teaching in a wide variety of schools.

Table 11

Importance of Various Adoption Criteria

	1979	1974
	%	%
Breadth and comprehensiveness	51	62
Whether it complements teaching style	42	37
Timeliness, up-to-dateness	39	36
Student feedback	21	11
Usefulness as a reference source	14	12
General layout and design	11	15
Price	11	11
Reputation of the author	9	13
Reputation of the publisher	3	4

To test the potential for extensive brochures to replace unsolicited copies, faculty respondents were asked the likelihood they would "adopt a textbook without reviewing the book itself, but instead evaluating an extensive brochure containing a table of contents and a sample chapter?" This idea was soundly rejected, with two-thirds of respondents saying it was "very unlikely." Only 12 percent said it was "very" or "somewhat likely."

A Model of the Adoption Process

The process faculty members use to ultimately select a new textbook can be considered to consist of four stages:

1. Becoming AWARE of new books suitable for use in a specific course.

2. Obtaining ADDITIONAL INFORMATION about potential texts.

3. Deciding which texts will be given IN-DEPTH CONSIDERATION.

4. Selecting a single text for ADOPTION.

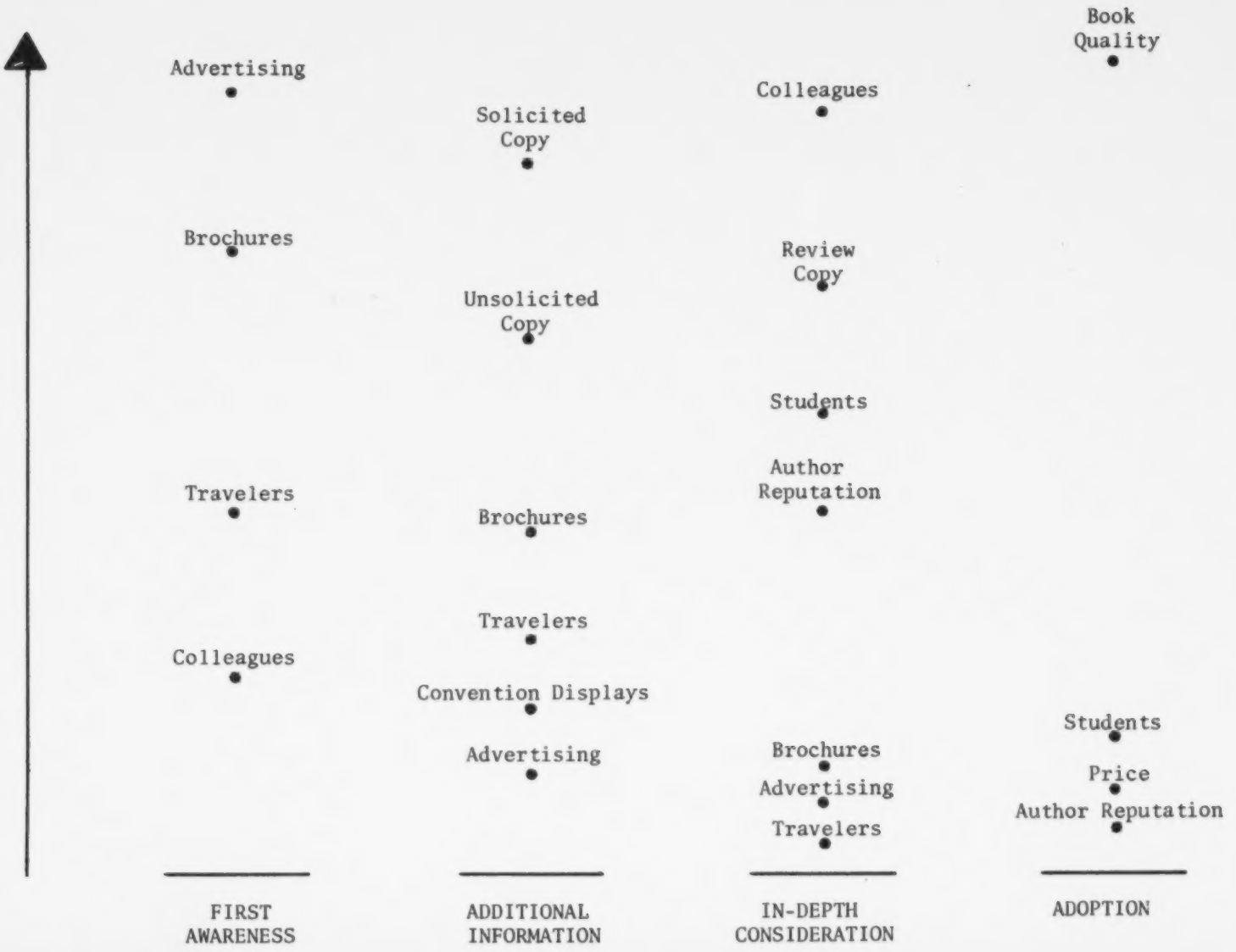
Figure 1 presents a schematic portrayal of the relative value of various marketing tools and other influences at the four stages in the adoption process. Information for the four stages is drawn primarily from the data presented in Tables 8, 9, 10 and 11.

First awareness is successfully created by inexpensive (per unit), broad coverage techniques such as advertising and brochures. Solicited and unsolicited copies of textbooks are the key sources of additional information about textbooks. Recommendations from colleagues (and to a lesser extent students) as well as complimentary copies are important in securing in-depth consideration of a textbook.

In the final and all important adoption stage it is the book's quality that is the crucial factor. A carefully selected mix of marketing techniques can, through the first three stages, ensure that a text is considered in the best light by the largest possible number of faculty members. Marketing techniques alone cannot produce adoptions, or at least not adoptions that will "stick."

Figure 1

Perceived Effectiveness of Various Factors on the Adoption Process



COMMITTEE ADOPTIONS

One-half of the faculty respondents reported some text adoptions in their departments were made by committee. As shown in Table 12, the prevalence of committee adoptions varied considerably by type of school and department. Committee adoptions dominated in public schools, two-year schools, schools in the South, schools with lower academic ranking and in mathematics/engineering departments.

The most common time period between committee adoption considerations was one year. Approximately 60 percent of the respondents reported committees in their department meet annually. About 20 percent convene every other year and another 15 percent every third year. There was no discernable difference by academic department.

Table 12

Incidence of Departments Having Committee Adoptions

	Faculty Responses
	%
Total sample	50
School Status:	
Public	54
Private	37
School Type:	
Two-year	64
Four-year	45
Region:	
Northeast	50
Midwest	38
South	66
West	43
Academic Ranking:	
High	38
Medium	56
Low	60
Academic Department:	
Humanities	52
Social Science	30
Science	57
Mathematics/engineering	81
Business/economics	62
Education	24
Professional	60

Differences in opinion concerning committee adoptions between publishers and professors in the focus group sessions lead to the inclusion of three attitude statements in the faculty survey. Faculty members are about evenly split between agreement and disagreement with each of the three statements (Table 13).

Apparently about one-half of the faculty believe an instructor's boredom with the adopted text is a major reason for committee changes. Slightly more than half believe committees compromise in their selections. A slight plurality also believe committee adoptions are spreading, at the expense of individual adoptions.

While the answers to the first two statements do not vary by school type, answers to the third statement vary significantly. Committee adoptions are apparently growing at two-year schools (74 percent agree), but not at four-year schools (33 percent agree). Likewise, they are expanding at lower academic schools (58 percent agree), but not at high ranking schools (27 percent agree). (See Appendix Table 9 for details.)

Table 13

Beliefs About Committee Adoptions

	Faculty Responses %
Often textbooks are changed because faculty members get tired of using the same text:	
Agree	51
Disagree	48
Committee adoptions tend to compromise on conventional, middle of the road textbooks:	
Agree	53
Disagree	43
Adoptions are being made more often by committees and less often by individuals:	
Agree	47
Disagree	42

Faculty Beliefs About Textbooks

Table 14 presents faculty beliefs concerning a number of statements about trends in textbook design. Faculty members strongly believe that textbooks can be easily substituted, at least at introductory levels. They feel that graphic aids have made texts more expensive. Most professors also believe that collected readings are becoming more popular. Faculty members are mixed in their reaction to a less elaborate, more economical text and to the usefulness of instructors' manuals. They do not believe text innovation is on the decline or that introductory texts are too difficult.

Table 14

Perceived Trends in Textbooks
(Ratio strongly agree/disagree)

	Total Faculty	Public Schools	Private Schools
In introductory level courses, any one of several texts could be substituted without affecting educational achievement	2.2	2.1	2.2
Graphic aids have made textbooks more expensive	1.7	1.8	1.2
Books containing a collection of readings are being used to obtain several viewpoints on a topic	1.4	1.4	1.5
A modestly designed text, without elaborate illustrations and supplemental materials, but priced 25% under the more elaborate texts, would sell well	.9	.8	1.0
Instructor's manuals are generally useless	.7	.6	1.0
Textbooks are becoming more homogeneous and fewer innovative texts are being published	.4	.4	.3
Introductory level texts frequently include concepts which are too difficult	.2	.1	.2

SATISFACTION WITH TEXTBOOK QUALITY

Faculty members report that textbook quality is the key factor in an adoption decision (Table 11). They also report that the overall quality of textbooks published has not changed in the past five years.

When faculty members were asked if the basic text they are using is "really satisfying" or simply the best available, 34 percent say they are satisfied with the text. The response to the same question in 1974 was also 34 percent.

Student ratings of book quality are up slightly from five years ago. When asked generally about their assigned text books, 31 percent of students were very satisfied, an increase from 24 percent in 1974.

Faculty members agree with the first four statements about new textbooks shown in Table 15, and agree that these are desirable developments. Those surveyed were divided on the question of a decline in the reading level, both as to whether it is actually occuring and whether or not they like it. As might be expected, higher ranking schools objected to lower reading levels while two-year schools embraced the idea.

Professors, in Table 19, disagreed that textbook concepts are becoming less difficult. In the previous table they disagreed that they are becoming too difficult. Concepts are apparently just right to suit most instructors.

Table 15

Faculty Beliefs About New Textbooks
(Percentaged horizontally)

		Disagree With Statement	Agree With Statement	Like	Dislike
		%	%	%	%
Contain more elaborate graphic aids	100%	20	74	61	13
More frequently have multiple authors	100%	21	70	51	19
Contain more learning aids	100%	23	70	60	10
Are more appealing to students	100%	25	66	63	3
Are written for lower reading levels	100%	46	47	23	24
Contain less difficult concepts	100%	61	31	14	17

Students rated a variety of learning aids, designed to augment or supplement basic textbooks, as being useful. Chapter introductions and summaries, and questions or problems were the most desired aids.

All of these aids are more appealing at schools of lower academic rank, except for chapter introductions and summaries, which were more desired at schools of higher academic standing.

Table 16

Student Ratings of Pedagogical Aids
(Percent rated very useful)

	Total Students
	%
Chapter introductions and summaries	60
Questions or problems with each chapter or section of a textbook	52
Notes in the margins of textbooks	44
Separately produced study guides	41
Workbooks	35
Color illustrations in textbooks	31

III. SOLICITED AND UNSOLICITED COPIES OF TEXTBOOKS

Since the use of unsolicited and solicited textbooks is such a vital aspect of marketing strategy, the survey questioned professors to find out how often they get such copies, what they did with their unsolicited copies, and attitudes on campus regarding sale of their solicited copies.

How Many Do They Get?

Faculty reported receiving an average of 7.0 (median 4.7) unsolicited text books each year. Only 12 percent reported receiving none while 12 percent received over 15 unsolicited copies and 3 faculty members reported over 50 such books. Faculty said they "examine in detail for possible adoption" an average of 5.1 of these books (median 3.7). Receipt (mean 8.6 books) and examination (mean 5.9 books) of unsolicited copies are higher at two-year institutions. There is a positive correlation between the number of textbooks received and the rating of the quality of new textbooks -- namely, faculty who receive more unsolicited copies tend to give the publishing industry higher marks on the overall quality of textbooks published.

Table 17

Unsolicited Complimentary Textbooks

	Received Annually	Examined*
	%	%
None	12	8
One or two	18	32
Three or four	21	26
Five through nine	25	24
Ten through fourteen	12	5
Fifteen through twenty-nine	8	2
Thirty or more	4	2
Mean	7.0	5.1
Median	4.7	3.7

* 12% who received none omitted from base.

About two out of five bookstores said they supply desk copies when faculty members request them. Interestingly, the survey found this practice was more common among stores affiliated with wholesalers.

What Do They Do With Them?

Most faculty members reported they keep unsolicited books. Others report giving textbooks to libraries and students. Only four percent volunteered that they sold books to wholesaler representatives. Only two percent said they sell unsolicited textbooks to bookstores.

When asked directly, 54 percent of faculty members said wholesaler representatives had at some time offered to buy textbooks from them. This response was higher among faculty of:

- two-year schools (66 percent)
- schools with low academic rankings (69 percent)
- schools in the South (70 percent)

Table 18

Faculty Disposition of Unsolicited Books

	Total Received* Unsolicited Copies
	%
Retain in personal library/office	77
Place in department/institution library	23
Give to students/other faculty	19
Sell to wholesaler representative	4
Sell to bookstore	2
Discard	1

* Total may exceed 100.0% due to multiple responses.

Over half of the stores reported they buy unused copies of textbooks from faculty members. Stores serving public schools (66 percent) and larger schools (82 percent) reported this policy more frequently. Southern schools often reported buying unused copies of textbooks from faculty (73 percent), but rarely providing desk copies (18 percent).

Stores that do buy complimentary books reported the volume of such purchases to be small. About one-third could not answer the question, while one-third reported less than $500 worth of such purchases annually and one-third ranged upward from $500.

What About Selling Solicited Copies

Bookstore operators and faculty members were asked if they "consider it ethical or unethical for a faculty member to sell textbooks they have requested from the publisher?" Bookstores reject this idea as unethical by a 80 - 15 percent margin. Faculty also disapprove strongly by a similar 81 - 16 percent.

IV. TEXTBOOK USE

Faculty members have detected no trend towards less emphasis on textbooks over the last five years. Faculty are about evenly split, 22 percent see more textbook emphasis and 25 percent see less. Bookstores are less confident about the textbook's role: 37 percent believe it is being emphasized less compared to 22 percent who have seen more emphasis in the last five years.

ATTITUDES TOWARD TEXTBOOK PURCHASES

Textbooks and related materials are considered, by both students and faculty, to be crucial to the success of their educational endeavors. Only one in four students and one in seven faculty members believed students could perform as well using only class notes.

Table 19

Reliance on Published Course Materials

	Faculty Response	Student Response
	%	%
If students never open course books or other reading materials, but rely only on notes taken during class, how well would they do in achieving the objectives of the course:		
Would do as well without books	15	24
Would not do as well	83	75

Faculty comments to their students are supportive of textbooks. The vast majority of both the faculty respondents (80 percent) and the students (72 percent) recalled the instructor telling his class that the basic text is required or mandatory, but few students recalled comments about the quality of textbooks.

Significant numbers of classes are also told that:

- Readings will be assigned in the basic text.
- You can't pass without it.
- It is the best one available.
- Examinations will depend on it.

Faculty and student responses show remarkable similarity in Table 20, except in the area of praise for text's quality. That is, faculty members recall telling their classes about the book's quality (best in field, useful as reference) much more frequently than students recollect hearing it. Apparently, the faculty member's message is not registering with the listeners in these cases or it is not being presented as forcefully as other comments.

Table 20

Faculty Remarks to Students Regarding Textbook Purchases

	Faculty Respondents	Student Respondents
	%	%
About need for text in course (Net)**	86	83
Required, mandatory	80	72
Can't pass without it	13	11
Helpful but not required	6	8
Optional, can pass without it	1	1
About use in course (Net)	20	24
Readings will be assigned in text	15	13
Examination material from text	7	11
Use as a study guide	1	2
Class discussion based on text	*	1
About text quality (Net)	20	6
Best in field/good	13	4
Not good text	0	1
Useful as reference	9	1
Best of bad texts available	*	*
Text complements course	7	9
No mention of text to class	1	5

* Less than 0.5 percent.

** Unduplicated amount.

USE OF BASIC TEXTBOOKS

Both student and faculty data support the hypothesis that the assignment of basic textbooks has increased by a few percentage points since 1974. Ninety-one percent of students report that they have a basic text assigned in their largest course. This figure is up from 83 percent reported in 1974. Faculty reported their assignments of basic textbooks have increased from 81 percent to 85 percent over the past five years. (See Appendix Table 1 for characteristics of largest course.)

The vast majority of these basic texts are required reading. Seventy-seven percent of students and seventy-nine percent of faculty report having required texts.

The proportions of students reporting required textbooks are high in all types of situations, but particularly in:

- two-year schools (83 percent)
- professional and business/economics courses (80 percent)

Conversely, these measures are lower among:

- four-year schools (74 percent)
- humanities departments (71 percent)
- schools with high academic rankings (74 percent)

Approximately one-third of the basic texts purchased were in paperbound form. Both the student and faculty data show the paperbound share to be up several percentage points between 1974 and 1979. Paperbound texts tend to be somewhat more prevalent at schools which are:

- Smaller
- Two-year
- Have lower academic standing

Table 21

Assignment and Purchase of Basic Text

	Faculty Responses		Student Responses	
	1979	1974	1979	1974
Largest course:	%	%	%	%
Has basic textbook	85	81	91	83
Has no basic textbook	15	19	9	17
Basic text:				
Required	79	76	77	72
Recommended	6	5	14	11
Basic text:				
Purchased	96	NA	88	74
Not purchased	4	NA	3	9
Purchased text:				
Paperbound	32	23	25	16
Hardcover	53	58	63	58
Other books for largest course:				
Some required	44	NA	49	39
(Mean number required)	(1.8)		(2.0)	
Some recommended	30	NA	43	NA
(Mean number recommended)	(2.0)		(2.4)	

STUDENT TEXTBOOK PURCHASES

Students reported buying an average of 7.5 books for use in their courses during the term. This amounts to over 44 million books purchased by full-time undergraduates. Eleven or more books were purchased by 17 percent of the students, while 14 percent bought three or fewer books (Table 22).

The average expenditure for these books was reported to be $83. The range of costs varied from under $45 (16 percent of students) to $115 and over (14 percent). The average cost per book was $11.

Table 22

Student Textbook Purchases

	Total Students
	%
Number of textbooks purchased this term:	
Three or less	14
Four to six	36
Seven to ten	33
Eleven or more	17
Mean number	7.5
Cost of books purchased this term:	
Under $45	16
$45 to $54	10
$55 to $64	13
$65 to $74	12
$75 to $94	19
$95 to $114	15
$115 or over	14
Mean cost	$83.00

The average number of books per course was 1.7, with expenditures per course of $18.50. The average number of book purchases was significantly higher among private school students and students of four-year institutions.

Two academic disciplines stand out as having unusual purchase rates. Students in social sciences reported an average of over 9 books purchased, while mathematics/engineering students bought on average less than six books each term.

Table 23

Textbook Purchases By Market Segment

	Mean Number	Mean Cost
Total student sample	7.5	$83.
School status:		
Public	7.1	77.
Private	8.9	104.
School type:		
Two-year	6.1	67.
Four-year	8.0	89.
Academic major:		
Social sciences	9.2	84.
Professional	7.9	89.
Science	7.6	87.
Business/economics	7.5	91.
Humanities	7.2	73.
Education	7.1	75.
Vocational/other	6.7	78.
Mathematics/engineering	5.6	89.

The source of a student's funds has a direct bearing on the number of books he purchases. As shown in Table 24, students spending their parents' money are much more likely to purchase eleven or more books in a term (23 percent) than are scholarship/loan/grant students (12 percent) or students spending their own savings (6 percent).

As external financial support becomes more important to the nation's college students, unit sales per student will likely suffer downward pressure.

Table 24

Textbook Purchases By Source of Financing

	Source of Financing		
	Parents	Scholarship, Loan, Grant	Own Savings
	%	%	%
Number of books purchased in term:			
Six or less	42	55	50
Seven to ten	33	33	34
Eleven or more	23	12	6

Purchase of Texts For Large Courses

Students and faculty agree that very high proportions of students who are assigned a basic text in their largest course actually possess one. Faculty members reported about 96 percent of their students have the basic text. The students were asked more specifically if they had purchased the text, to which 88 percent said yes, compared to only 3 percent who said no.

One might suggest that both groups are prone to inflating their responses. However, the change since 1974, when the same question was asked, clearly points out that the proportion of students who actually buy the basic text has increased. Students have shifted from a 74 percent/9 percent ratio to an 88 percent/3 percent position in those five years. Comparing the mood on campuses in 1974 with the seriousness with which students now pursue their career training suggests this finding is not as implausible as it might first seem.

Purchase rates are high among all student groups and at all types of schools. The highest levels are found in professional, business/economics and education courses (Table 25). Interestingly, students claiming more severe financial problems had slightly higher purchase rates.

Table 25

Textbook Purchase Rates by Academic Subject
(Base: total with basic text assigned)

	Student Reported Percentage Purchasing Basic Text
Course in:	
Humanities	96
Social Sciences	97
Science	94
Mathematics/Engineering	93
Business/Economics	98
Education	98
Professional	99

Influence of Source of Funds on Book Purchases

As noted earlier (Table 24) where a student gets his or her financial support has a major impact on the number of books purchased. The source of funds, however, has little or no impact on whether a student buys new or used copies, or whether they buy paperbound or hardbound copies. (See Appendix Table 12 for details.)

BOOKS ASSIGNED IN ADDITION TO BASIC TEXTBOOKS

The use of books other than the basic assigned text is quite common in the large classes studied. One-half of the students reported their courses had other required books (Table 26). These courses had an average of two such additional required books. Students reports of required "other" books were up since 1974 by 10 percentage points revealing a large and growing sales potential in this area. In addition to other required books, 43 percent of students (and 30 percent of faculty) report the existence of other recommended books in their classes.

The assignment of other books was higher:

- At two-year schools
- At schools in the South
- Among science students

Western schools (both faculty and students) reported low rates of required other books, but high rates for recommended other books. Low levels of other books were reported by mathematics/engineering students and by upper division students.

Table 26

Assignment of Books Other Than Basic Textbooks
(Percentaged horizontally)

	Percentage of Students Reporting Other Books Which Are:	
	Required	Recommended
Total Students	49	43
School Type:		
Two-year	58	49
Four-year	45	41
Academic Major:		
Humanities	53	42
Social Science	54	49
Science	61	58
Mathematics/Engineering	28	39
Business/Economics	45	38
Education	51	45
Professional	55	45
Region:		
Northeast	43	45
Northcentral	41	39
South	61	37
West	47	57

A Lost Opportunity

A section of the student questionnaire concerning the student's full courseload contained a question about purchases of required books, regardless of whether they are basic or not. One-quarter of all students said they had not purchased one or more required books during the current term. These students did not purchase an average of 1.8 required books. This amounts to roughly one-half book per student, or nearly 3 million required but unpurchased books. The very high rate of purchase of basic texts leads to the conclusion that these lost opportunities for sales must be nearly all in the area of books assigned in addition to the basic textbooks.

The survey found that the most frequent reason given for not purchasing an assigned text was that they had access to another copy. This group (only six respondents out of a base of seventeen) did not reflect instructor's comments nor book quality, but merely a better alternative source.

SUPPLEMENTAL MATERIALS

Many textbooks offer supplemental materials, workbooks and study guides to aid the textbook user. About one-half of the students and faculty members said their basic text had such supplements. The majority of faculty members recommend such materials to their students. Approximately two-thirds of the surveyed students who use texts with supplemental materials reported actual purchases of those materials.

Supplemental materials are used much more frequently at:

- Smaller schools
- Schools in the South
- Schools of lower academic standing
- Two-year schools

The percentage of students who actually purchased supplemental materials (of those with basic text assigned) was 41 percent at two-year schools compared to only 18 percent at four-year schools.

Slightly over one-half (55 percent) of the faculty reported their text had an accompanying instructor's manual. Almost two-thirds of those with manuals available reported that they use them. The availability and use of instructors manuals is higher on the campuses of two-year schools.

Table 27

Use of Supplemental Materials

	Faculty Responses	Student Responses
	%	%
Supplemental materials to basic test:		
Published	51	44
Not published	49	56
Supplements:		
Recommended by instructor	35	34
Not recommended by instructor	16	9
Supplemental materials:		
Purchased	55	28
Not purchased	45	15
Instructor's Manual:		
Used	34	
Not used	21	

V. TEXTBOOK AVAILABILITY

Since the publisher's image inevitably suffers when books arrive after the term begins, the survey investigated the extent of the problem. Professors, students and bookstores were asked their impressions of the percentage of "books needed by students that are not available in any local bookstore on the first day of classes?" Very few bookstores had any objective data on this measure, so all these estimates are largely subjective.

The median estimate by students was that 9.3 percent of books needed were unavailable. The estimates by faculty and bookstores were 8.0 percent and 6.3 percent, respectively.

Table 28

Perceived Availability of Books on First Day of Class

	Responses of:		
	Students	Faculty	Bookstores
	%	%	%
Percentage of all books needed that are unavailable:			
Median estimate	9.3	8.0	6.3
Primary responsibility for books not being available*:			
Bookstores	33	37	10
Faculty members	32	30	56
Publishers	19	34	59
Delivery/mail services	8	11	5
Administration	8	5	3
Academic departments	2	3	3

* Total may exceed 100.0% due to multiple responses.

With attention to the low responsibility for lateness assigned to the delivery/mail services, it may be that the publisher is being unfairly blamed for the failures of others.

Faculty and bookstores reported a higher rate of unavailability at schools of higher academic standing, but student reports showed no difference. Bookstores and faculty reported essentially the same unavailability at all types of stores, but students detected higher rates at privately operated stores.

Students place the blame for late arrivals equally on the stores and the faculty. Faculty members acknowledged their culpability but also faulted the bookstore and the publisher. The bookstores considered the faculty and the publishers to be the guilty parties. The delivery/mail services were blamed much more frequently by faculty at schools where bookstores had tried to explain the problem to the professors.

VI. THE TEXTBOOK ORDERING PROCESS

In an effort to understand the reasons why books are sometimes ordered so late that they cannot arrive on time, the survey examined the requisition and ordering process. The survey clearly established that professors refuse to follow any orderly process in requisitioning books. Regretably, the survey also found that professors do not take the problem seriously and show no interest in mending their ways.

The Ordering Process - How It's Supposed To Work

The process of requisitioning and ordering books involves the bookstore, the faculty and of course, the book supplier. Bookstores typically begin this process each term by setting a requisition date (sometimes called closing date or order date) and sending faculty members a notice that their textbook lists should get to the bookstore by that date.

FACULTY NOTIFICATION

As shown in Table 29, bookstores report that a letter or notice distributed directly to each faculty member is the most common procedure for notification. On the other hand, most faculty members report that they learn about the deadline from department personnel. Obviously, bookstore operators' claim that their direct notices receive little or no attention from some faculty members is accurate.

Table 29

Type of Notifications to Faculty

	Faculty Responses	Bookstore Responses
	%	%
Letter/note distributed by bookstore to faculty members	44	61
Department head/secretary tells faculty members	57	40
Newspaper/newsletter announcements	7	9
No notification to faculty members, department does requisitioning	4	7
Other types of notification	1	7

Private stores appear to be somewhat more aggressive in their attempts to notify faculty than institutional stores. Private stores use direct letters more frequently, never rely on newspaper announcements and never allow their faculty to go unnotified.

The direct letter is used more frequently at four-year institutions. Faculty at the largest schools rarely recalled receiving the direct letters (14 percent) despite the fact that bookstores serving those schools claim they send out that type of notice (67 percent).

REQUISITION DUE DATES

Most bookstores reported their due dates were in May for the Fall term. Faculty members' recollection of the due dates was foggy, to say the least; their guesses are spread over several months, and include one faculty member in ten who could not volunteer an opinion. These discrepancies suggest that faculty members do not take due dates very seriously.

Actual due dates did not vary significantly by type of store or school.

The vast majority of bookstore operators found the due date to be acceptable, which is logical since most stores set their own dates. A minority of faculty members (20 percent) thought due dates were too early. There was no correlation between this complaint and the actual due date. That is, complaints were as frequent in May as in March.

Faculty members who thought the requisition date was too early were asked why. Most frequent responses were that new texts are not available for review (53 percent) and that it is too hard to plan so far ahead (33 percent).

Table 30

Textbook Requisition Due Dates
(Fall Term)

	Faculty Responses	Bookstore Responses
	%	%
March or earlier	15	5
April	28	49
May	24	28
June	13	10
July or later	10	5
Not stated	11	3
Acceptability of due date:		
Too early	20	8
Reasonable	67	82
Too late	1	8

LATE REQUISITIONS

Estimates of the percentage of the faculty who do not have their requisitions submitted by the due date varies substantially from campus to campus. Overall, bookstores estimated a sizeable 42 percent of professors missed their due dates, with 20 percent of stores saying less than 10 percent of their faculty missed the date, and 13 percent of stores saying over 75 percent of their faculty missed the date. Late requisitions was the overwhelming response (54 percent) when store operators were asked, in a free response question, what was the biggest problem faculty members presented to their textbook operations.

Although about 40 percent of the faculty did not make an estimate for their campus, those who did estimated an average of one-quarter of their colleagues missed the due dates.

Table 31

Faculty Missing Due Dates
(Percentage of faculty estimated by bookstores)

	Percent of Faculty
	%
All schools	42
School type:	
Two-year	18
Four-year	50
School enrollment:	
Over 20,000	54
10,000 to 20,000	50
5,000 to 9,999	34
Under 5,000	32
School academic rank:	
High	51
Medium	55
Low	19
Store type:	
Institutional	49
Private	22

The percentage of faculty missing the due date varies markedly by the school and store types shown in Table 31. The proportion who miss due dates is also higher for schools with May due dates. It is lower for March, April and Summer due dates. The operators who reported high proportions of missed dates also tended to think their due date was too early. Apparently bookstore operators believe there is a connection between early dates and faculty tardiness, even if in fact there is no relationship.

The major reason faculty members miss requisition deadlines is, even by their own admission, a general lack of concern. Responses which were grouped into this category were made by 40 percent of the faculty and by 49 percent of the bookstores (Table 32). Another major reason, text not yet selected, is also an area within the faculty member's control. Two other reasons, that course offerings are not yet decided and faculty not on campus, are of course, not easily affected by the bookstore.

Table 32

Reasons Faculty Miss Due Dates
(Faculty base = those aware of due dates)

	Faculty Responses	Bookstore Responses
	%	%
Lack of concern for date	40	49
Text not selected	27	33
Assignments/courses not yet decided	25	39
Part-time faculty not on campus	3	18

The mixture of reasons for faculty failure varies by type of school. Lack of concern is more frequently cited (by both faculty and store operators) at schools with lower academic ranking. Courses not being finalized is a more frequent response at four year schools and schools with high academic ranking. This reason is also cited much more frequently at the schools where high proportions of the faculty miss the due dates. Difficulties caused by the part-time faculty not on campus were cited by over 40 percent of the bookstores in the West, as compared to only 18 percent nationwide.

Faculty members (who received notification of due dates) were also asked if they agreed that "some faculty members, even though they know what courses they will be teaching, delay adopting a text or notifying the bookstore until after the due date for book requisitions." Two-thirds agreed with this statement. Agreement was higher at four-year schools and institutions with higher academic rankings.

It is amply clear that large proportions of faculty members disregard due date notices even though they could reasonably meet these dates.

REACTIONS TO POSSIBLE SOLUTIONS TO REQUISITION PROBLEMS

Over three-quarters of the bookstores said they had conducted a campaign to inform faculty about the problems posed by late requisitions or unrealistic enrollment estimates. The campaigns covered both topics at one-half of the schools, but only the late requisition problem at the other one-quarter. Approximately 60 percent of the faculty respondents recalled being told by the bookstore or administration about the problems caused by late requisitions. The schools where campaigns had been conducted reported the same levels of late requisitions as schools where no campaign had been undertaken.

Both bookstore operators and faculty were asked to rate several policies designed to stimulate more adherence to due dates. Table 33 shows the percentages of respondents who said the policies would be "strong incentives" to earlier requisitions. Faculty rated policies a. through d. about equally. They were understandably less enthused about the last two "negative reinforcement" policies.

Bookstores thought charging the academic departments for shipping (c.) and personal treatment (a.) would be the most effective policies. It may be that charging departments for shipping is popular less because of its stimulus to the faculty effect than for the prospect of the stores shifting a sizeable cost to some other party. Several bookstores pointed out to us the impracticality of several of the policies, particularly policies a. through c.

Table 33

Reactions To Policies Designed To Reduce Late Requisitions
(Faculty base = those who agree faculty delays requisitions)

	Faculty Responses	Bookstore Responses
	%	%
a. Provide telephone and personal notification of requisition dates to faculty members	42	51
b. Books requisitioned by the faculty on time, but not in the bookstore when classes begin, would be given free to students	41	23
c. Charging the academic departments for shipping charges of books requisitioned late by their members	40	54
d. Offer a discount on bookstore purchases to faculty members who submit requisitions on time	36	13
e. Conduct an information campaign to explain to faculty members the problem caused by late requisitions	25	41
f. Giving department heads names of faculty members who are late	19	26
g. Publicizing the names of departments or individuals who are late in requisitioning books	15	21

VII. TEXTBOOK RETURNS

The worst possible outcome of a book sale for the publishers is a return. Yet returns are frequently the end result when a bookstore's textbook sales do not match their forecast. The survey investigated this problem.

Because of its impact on publisher profits, the industry carefully monitors the returns rate. In each year between 1976 and 1978 the returns rate was between 16 percent and 17 percent, according to industry data developed by the AAP.

The survey was not primarily concerned with measuring the actual returns rate (which would be more appropriately calculated from secondary data). Nonetheless, the survey of bookstores produced a returns rate estimate of 15 percent, a figure remarkably close to the industry-developed data. This estimate is the dollar volume (at the bookstore's cost) returned to publishers as a percentage of total reported sales of new textbooks. The 60 stores in the sample reported an average of just under $100,000 in returns annually. Their average annual sales of new textbooks were slightly over $600,000. These schools constitute a representative sample of the total textbook market and account for about 6 percent of the United States market for college textbooks.

PERCEIVED TRENDS IN RETURN RATES

There was no consensus among bookstore operators as to whether their returns rate was increasing or decreasing. Table 34 shows the responses when store operators were asked if their returns rate was up or down in recent years.

Table 34

Estimated Changes in Bookstore Returns Rates Over Time

	Total Schools
	39
	%
Returns Rate Trend:	
Up significantly	18
Up slightly	23
Unchanged	23
Down slightly	31
Down significantly	3

While the largest single group said their returns rate was down slightly, more reported increases than decreases. The lack of consensus among stores is not unexpected since individual store rates are continually changing due to a variety of local factors.

RETURNS RATES: VARIATIONS BETWEEN STORES

The volume of books returned to publishers is, of course, a function of two factors:

1. The volume of new books that are not sold, and
2. The proportion of such unsold new books that are returned.

Bookstores vary substantially in their returns rate and in their policies on whether to return or retain unsold books. Of the 60 stores surveyed, three reported a returns rate in excess of 30 percent, while one-quarter reported rates of 6.5 percent or less. Stores reporting higher returns rates were:

1. More likely serving four-year schools
2. More likely serving schools with higher academic rankings
3. More likely to report their store's returns rate has been increasing in recent years.

Generally, there was little correlation between reported returns rate and store size, store type or school size. (See Appendix Table 10 for details.)

Stores which reported their returns rate to be increasing (although their actual rates were not high) were likely to be single stores serving two-year schools. This reported trend may be indicative of problems to come in these types of stores.

Bookstore Inventory Policies

A bookstore's policy on whether to keep unsold new textbooks in the store or return them to the publisher is a crucial element in the returns rate problem. Bookstores reported that on average they return 42 percent of their unsold new textbooks to the publishers. However, stores with returns rates above 16 percent report that they return 68 percent of their unsold new books to publishers. Conversely, stores with returns rates of 16 percent or less report that only 27 percent of their unsold new books are returned.

The two groups of bookstores, those with high returns rates and those with low rates, had roughly equal volumes of textbook sales and also had about equal volumes of unsold new books (Table 35). Their widely differing inventory policies (proportion unsold new books returned to publisher) are the reason for the difference in returns rate between the two groups.

Table 35

Analysis of Bookstore Returns

	Bookstore Returns Rate	
	16% or Less	Over 16%
Total sales of new textbooks	$600,000	$570,000
Value of unsold new textbooks (at cost)	$200,000	$200,000
Percentage returned to publishers	27%	68%
Value of textbooks returned to publishers	$53,000	$140,000
Returns rates (returns/sales)	9%	25%

Bookstores which tend to keep their unsold new books on hand rather than return them are predominantly those serving two-year schools. Seven out of ten stores at two-year schools return less than 40 percent of books eligible for return, whereas only one out of three stores at four-year schools retain that large a proportion of their unsold new books at the store. Large bookstores also return a larger proportion of their books eligible for return (Table 36).

Table 36

Characteristics of Stores Which Return Unsold Textbooks
(Percentaged horizontally)

	Stores Which:	
	Return Less Than 40% of Unsold Books	Return 40% or More of Unsold Books
Total Bookstores	49	51
School type:		
Two-year	71	21
Four-year	36	64
School status:		
Public	50	50
Private	40	60
School size:		
Over 10,000 students	40	60
5,000 to 10,000 students	53	47
Under 5,000	56	44
Store type:		
Institutional	50	50
Private	44	56
Store size:		
Over $1.5 million total sales	29	71
$.5 million to $1.5 million total	50	50
Under $.5	55	45

The proportion of unsold books returned cannot be expected to decline and may increase in the future. Store operators cite increasing interest rates, administration pressure and shorter periods within which returns are permitted as reasons to increase their returns. The survey clearly shows that a store's returns rate is more a function of its policy governing inventories of unsold books than of the sheer number of unsold books. While the publishers obviously have to rely on the store to estimate the size of their orders, the store's policies governing the number of unsold books kept in the store may be subject to influence by publishers.

Ordering Policies and Perceived Rush Order Capabilities

Bookstores rejected the notion that it is a good practice to make the initial textbook order a few copies short and then reorder later if necessary. Because this policy could benefit the publisher by reducing returns, the survey investigated further and discovered one possible reason why bookstores generally reject this strategy -- they distrust publishers' capability to fill rush orders. Bookstores were asked "when you make a rush order at a publishing house, what percentage of those orders are processed and off the warehouse dock within 48 hours of the time they are received?" Most stores said between 25 and 50 percent (mean 30 percent, median 21 percent) would be shipped that quickly. However, there was a wide range of answers, with 45 percent of the stores saying 10 percent or less would be shipped quickly, and 10 percent saying over 75 percent of the shipments would be off the docks within 48 hours. This diversity of opinion may reflect a range of delivery capabilities to be found among the various publishers.

Publishers claim rush order capabilities considerably in excess of the bookstores estimate. To the extent that actual order fulfillment is better than perceived performance, this is an area where publishers could improve their image by making the facts known to bookstores.

UNSOLD BOOKS

In addition to the store's policy on whether or not to return or retain its unsold new books, the sheer volume of unsold books has an impact on industry returns. Publishers attending the focus group session seemed to share a generalized feeling that bookstore managements are not particularly adept at obtaining the right number of the correct books for their stores. Publishers also recognize that most stores have little financial incentive to improve their efficiency (in terms of fewer book returns).

The bookstore operators attending a focus group discussion considered themselves foremost to be providing a service to the student body and faculty of their institutions. They do not think of themselves primarily as sales agents for the publishers. Nonetheless, store operators are very aware of the problems of returns and do attempt to strike a balance between having on hand every book that could conceivably sell during the buying rush and having no books left unsold. Only one-quarter of bookstore operators agreed that "it is a good practice to make the initial (book) order a few copies short and then reorder later if necessary." Likewise, store personnel were only mildly in agreement (33 percent agree) with the statement that "it is better to have books left on the shelves after the book rush than to sell out." These opinions are held generally by managers in all types of bookstore operations.

While bookstores recognize the problems of unsold books they believe the causes are largely beyond their control. Bookstore managers blame both the faculty, for not delivering the buyers indicated on their requisitions, and the publishers, for not delivering ordered books rapidly enough.

Table 37 shows the responses to six possible causes of having books remaining unsold a few weeks into the term. Store operators thought faculty members who did not insist that their student buy required texts were the major problem.

This hypothesis that books ordered as required were often not actually required was also believed by publishers to be a major limitation on book sales. One publisher cited a professor who, on the first day of class, announced to students that the required text was the "best of a bad lot" in the subject area. On the contrary, evidence from both the faculty and student surveys show clearly that nearly all faculty members support and endorse the required text and that very rarely is there any suggestion given to students that the text is in fact optional. (See Table 20 for details.)

In addition to this, bookstore operators also believe late arriving initial orders (publishers' fault) and class cancellations (faculty's or administration's fault) are important reasons for unsold books. These opinions are widely shared across all types of schools and bookstores.

Table 37

Perceived Causes For Textbooks Not Selling
(Percentaged horizontally)

		Primary Cause	Other Major Cause	Minor Cause
Instructor didn't require students to purchase text although it is on "required" list	100%	39	33	26
Initial order thar arrived late	100%	36	28	31
Class cancelled	100%	43	11	40
Reorder that arrived late	100%	21	46	26
Actual enrollment way below estimate	100%	18	41	41
Students bought books elsewhere	100%	3	8	74

VIII. USED TEXTBOOKS - TEXTBOOK WHOLESALERS

Wholesalers have increased their activity, notably in the used book market where they have been active for years, but also in supplying new books to college bookstores. Publishers are concerned about the growing practice of wholesalers purchasing and reselling professor's sample copies, a practice that deprives publishers and authors of their legitimate sales and royalties income resulting from the first sale of the book.

Bookstore operators do not share the publishers' distaste for the growth of the used book business. Bookstores are compelled by students and administrations to offer books at the lowest possible price to their students and they say they can offer used books and new books supplied by wholesalers at lower prices than books provided by publishers.

USED BOOK SHARE OF MARKET

Bookstores reported in the survey that 21 percent of their total textbook sales (in dollar volume) are attributable to used books. This figure is somewhat higher than the 17 percent reported in the Publisher, Wholesalers and the College Bookstore report and substantially higher than the 12 percent (median) reported in The NACS Merchandising Operating Survey, 1978/1979 report.[2] Used books account for about 28 percent of units sold. (See Appendix Table 11 for differences by type of store.)

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[2] John P. Dessauer, Inc., 1978-1979 Merchandising/Operating Survey, NACS, February, 1979.

Bookstore sales from all sources averaged $2.35 million. Projection to the total market yields an estimate of $1.6 billion. This is quite similar to the $1.7 billion estimate by NACS.[3] The textbook proportion of total sales is 54 percent.

The average total textbook sales (new and used) per school was $1.25 million. Projecting to the total for all schools yields an estimate of approximately $875 million.

Removing sales of used books from the above figures produces a projection of $700 million in sales of new textbooks by college bookstores. This is also quite close to the BISG estimate of $685 million in 1979 bookstore textbook sales.[4]

Figure 2 illustrates one way of categorizing total college bookstore textbook sales. Note that new book sales are defined by the bookstore operator, which would include supplemental materials and possibly general trade books if they are required in a course.

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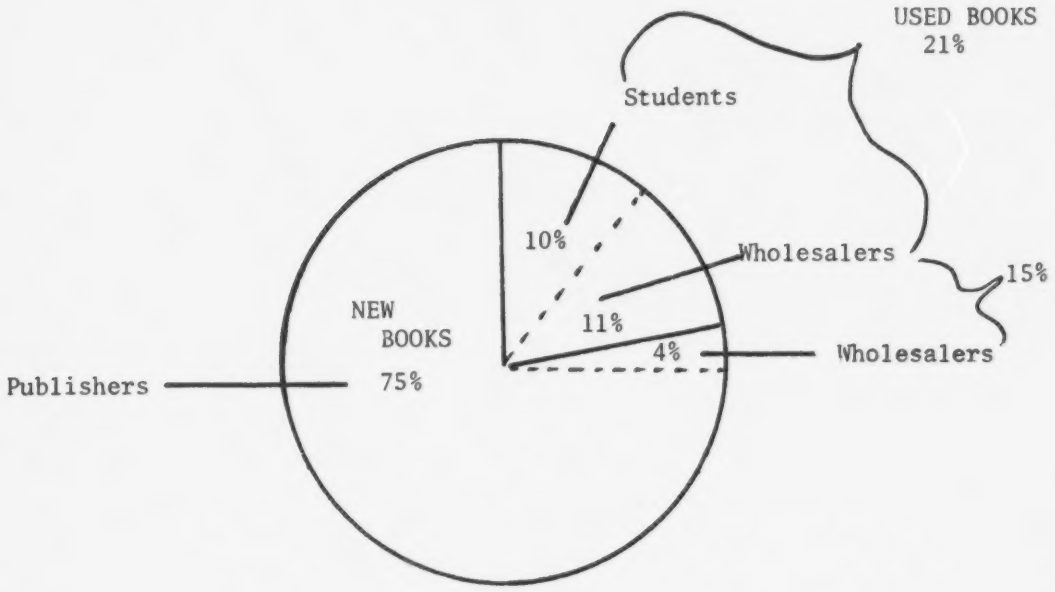
[3] John P. Dessauer, Inc., 1978-1979 Merchandising/Operating Survey, NACS, February, 1979.

[4] John P. Dessauer, et al. Book Industry Trends, 1979, Book Industry Study Group, Research Report No. 7; 1979.

Figure 2 also shows that used books sold by bookstores are derived in about equal proportions from student purchases and purchases from wholesalers. Wholesalers provide a number of new textbooks to bookstores that amounts to 4 percent of total bookstore textbook sales. This figure represents over $20 million a year in sales lost to the publishers. New books represent about one-third (in dollar volume) of wholesalers' income.

Figure 2

Total Textbook Sales



TRENDS IN THE USED TEXTBOOK MARKET

Although bookstores indicated higher sales of used books than in the past, students did not report significant growth in reliance on used books for their "core" courses. Data on used books from students is limited to the books they use in their largest course. These classes are more often introductory level survey courses taught in large lectures for lower division students. Thus, they are not representative of the total market, but do represent prime textbook purchasing segments of the market.

The used book share of the market, as reported by students, is slightly larger at 27 percent in 1979 than the 25 percent reported in 1974.

The used book share of purchases is a function of (1) availability of used books for purchase and (2) preference for used books over new books. According to student reports, in 1979 used books were slightly less widely available than in 1974. As shown in Table 34, in 1979 45 percent of students reported used texts were available for their largest class, down from 50 percent in 1974. It is possible that the availability of used texts in large courses has been limited by the shortening or revision cycles these subject areas with large sales.

Table 38

Used Textbook Market Share Measures

		1979	1974
Students:		%	%
Textbook purchased:	Used	27	25
	New	72	73
Used textbooks:	Available	45	50
	Not available	54	48
When both available, purchase:			
	Used	60	50
	New	40	50

Although used textbooks are not more widely available today than five years ago, they are becoming ever more preferred by student purchasers. Table 38 shows that, for students who could have purchased either new or used copies, the new book share has dropped from 50 percent who bought new to 40 percent who bought new. This shift in preference toward used books offsets the declining availability to resulting in only a minimal change in the used book market share.

In general, there is little variation in the purchase, availability and preference for used books among the various types of schools. Used books are somewhat more prevalent in the Midwest and South, at public schools, among upper division students, among education majors and among students with financial problems. (See Appendix Table 12 for details.)

REASONS STUDENTS BUY USED BOOKS

Most students who purchased new books when used books were available indicated a tendency to buy new books without much thought given to the used book alternative. Another one-third cited one or more disadvantages of used books as their reasons for buying new copies.

Table 39

Reasons For Purchasing New Rather Than Used Copy
(Base = 75 students who purchased new text when used text was available)

	Total
	%
Expressed preference for new books (Net)*	55
Always buy new books	33
Keep for reference	17
New books more current	7
Expressed aversion to used books (Net)	33
Used books are marked up	20
Used books in bad physical condition	16
Used books not always complete	7
Price difference immaterial	3

* Unduplicated count

Seventeen percent of students reported they buy new textbooks because they intend to keep them for reference. If publishers could build into textbooks features which would improve their appeal as reference sources this would presumably motivate students to keep them, thus blocking their entry into the used book market.

FACTORS AFFECTING STUDENT SALES OF THEIR TEXTBOOKS

Influences on the supply of used books include student willingness to sell their books and the agressiveness of bookstore activities in buying and selling used books. The survey investigated both of these areas.

Students, the source of all used books, are no more inclined to part with their book than they were in 1974.

About 40 percent of students interviewed said they plan to sell their textbook (from the largest course) at the end of the term. This percentage has not changed significantly since 1974.

Table 40

Student Disposition of Textbooks

	1979 %	1974 %
Disposition:		
Definitely will sell	20	27
Probably will sell	20	14
Plan to keep	60	57
Reasons for wanting to keep textbook (among "plan to keep" respondents):		
As a future reference source	50	57
To build a personal library	18	16
In a subject/field of interest to me	12	11
Very good/interesting book	9	6

Books students buy as used copies are likely to be resold whereas copies bought new are likely to be kept. Seventy-three percent of students who bought a new copy for their largest course intend to keep the book, compared to only 43 percent who intend to keep their used copies.

Table 41

Planned Sale of New and Used Books

	Student Bought Copy As:	
	New	Used
	%	%
Disposition:		
Definitely will sell	15	26
Probably will sell	12	30
Plan to keep	73	43

The major reason students cite for wanting to keep a textbook is for use in the future as a reference. The pattern of response for this reason and the other reasons, as shown in Table 40, are unchanged from 1974. As was already noted, improving the reference value of textbooks might cause students to retain more books.

BOOKSTORE PURCHASES FROM WHOLESALERS

Bookstores contribute to the expansion of used book sales by buying used books from students and securing used books from wholesalers to resell to the students, and so the survey investigated this.

Bookstores conduct student buyback operations: some do this continuously (45 percent), others not at all (6 percent). The remaining one-half conduct buyback operations for limited time periods: one week or less per term is the most frequent length, but this extends to five weeks at some schools. These longer buyback periods are:

1. Much more likely at large schools and among large stores.
2. More prevalent in the South.
3. More likely by private stores with competition on the campus.

Most of the stores conduct their used book buybacks in conjunction with wholesalers (60 percent), while the remainder (40 percent) operate independently. About three-quarters of this latter group do buy books not scheduled for use on their campus the next term in hopes of reselling these books to a wholesaler. Thus, the vast majority of stores are part of the wholesalers' network which obtains used books for distribution. (Appendix Table 14 shows percentage of bookstores continuously conducting buybacks by type of store.)

Bookstores are willing partners with the wholesalers in buying books. They also cooperate at the other end of the used book pipeline: ordering used textbooks. Over 80 percent of the stores route book orders through the wholesalers, or at least consult the wholesaler by telephone to determine the availability of a book. Most stores do this for newly published titles as well as older titles.

Table 42

Bookstore Acquisition of Textbooks from Wholesalers

	Percent of All Stores
	%
Do not route textbook orders through wholesalers	18
Do route orders through wholesalers	82
Do so for old titles (in print a year or more) only	24
Do so for new titles also	58

	Percent of Orders Filled
	%
Percentage of orders for new titles (in print less than a year) filled by wholesalers:	
Based on 58 percent of stores who place such orders	5-8
Based on all stores	2-4
Percentage of orders for old titles filled by wholesalers:	
Based on 82 percent of stores placing such orders	20-25
Based on all stores	15-20

Table 42 summarized the information bookstores supplied on their dealings with the wholesalers. Shifting the data from a base of stores to a base of orders, stores which order new titles (not to be confused with new copies) through wholesalers have about 5 to 8 percent of their books supplied by the wholesalers. On an industry-wide basis, this means 2 to 4 percent of new titles are supplied by wholesalers.

When stores order older titles they find wholesalers are able to supply approximately 20 to 25 percent of those books. This figure means that 15 to 20 percent of such books supplied to all bookstores are obtained from wholesalers. The majority of these books are used, but some are new copies.

Using bookstore data on wholesaler market share (shown in Figure 2) total sales volume (from textbook operations) for the entire wholesale industry is estimated to be $125 to $150 million.

IX. BOOKSTORES, FACULTY, WHOLESALERS AND PUBLISHERS: WHAT THEY THINK OF EACH OTHER

In an effort to provide information about attitudes on campus that may affect the publishers' position in the textbook market, the survey examined two areas: the image of the bookstore on campus and the image professors and bookstores have of the publishers and the wholesalers. The survey found that bookstores are rated positively by faculty and students. The survey also uncovered a situation that ought to be of serious concern: while faculty members generally rate the publishing industry highly, the bookstores do not; in fact the wholesalers have a significantly more favorable image among the bookstores than do the publishers.

CAMPUS PERCEPTIONS OF BOOKSTORE PERFORMANCE

Faculty and student ratings of college bookstores have improve dramatically since 1974. In 1974 approximately one-half of the respondents rated their stores as very good or good. By 1979 three-quarters of the responses were in the very good or good category. (See Appendix Table 13 for bookstore rating by market segment.)

Table 43

Overall Ratings of College Bookstores

	Student Responses		Faculty Responses	
	1979	1974	1979	1974
	%	%	%	%
Very good/good job	76	52	79	52
Fair job	19	34	17	30
Poor/very poor job	5	13	4	17

Major variations in the ratings (for both faculty and students) include:

- Higher ratings for stores serving two-year schools
- Higher ratings for stores serving schools with low academic stature
- Higher ratings for institutional stores
- Higher ratings for stores affiliated with wholesalers
- Lower ratings for stores in the Northeast

There are no differences in the ratings of stores by school size or store size or by the number of stores serving a campus.

Faculty, students and the bookstores themselves agree that bookstores' best features are their personnel, merchandise display and management. Students view bookstores' inability to get quick deliveries on rush orders as the major weakness of the stores. Faculty consider limited selections of supplemental materials to be the bookstores' major failing. Bookstores themselves think that their inability to order the right number of books is their greatest weakness.

It is interesting to note that bookstores rate themselves on the average only slightly higher than the faculty and students do. The survey found the bookstores to be quite frank in their responses. They felt no need to inflate their self image. This is consistent with the self-effacing, candid manner of the store managers who participated in the focus group session.

Stores serving two-year schools are considered better managed and more efficient than stores serving four-year schools. Small stores serving small schools and private schools are perceived as having better personnel. According to professors, these same stores keep their faculties better informed about the status of orders. Stores serving public schools are seen as having better selections of supplemental materials. Institutional stores have a slight edge over private stores in the management ratings.

Table 44

Bookstore Attribute Ratings
(Percent highest category of five point scale)

	Student Responses	Faculty Responses	Bookstore Responses
	%	%	%
Personnel helpful and cooperative	40	51	54
Well laid out and labeled stock	41	40	59
Well managed	32	33	51
Almost always get book in before classes start	25	31	41
Efficient textbook operation	27	28	46
Keeps faculty informed on status of book orders	NA	20	49
Orders right number of books	NA	23	15
Get quick delivery on rush situations	9	23	44
Good selection of supplemental materials	25	14	26

THE BOOKSTORE'S OPINION OF THE FACULTY

The relationship between bookstores and professors is generally good. Bookstores clearly recognize that faculty members cause them problems, particularly in late requisitions. Nonetheless, when asked how many problems faculty members caused their textbook operations, only 18 percent of stores said "a lot" of problems, while 79 percent said a "few" problems and 3 percent said no problems.

Apparently bookstores have learned to accept late requisitions as inevitable and have not allowed this to affect their working relationship with the faculty. Faculty members sometimes fault the bookstores for not always having books available when classes start, but overall they rate the stores highly. The quality of the assistance the store personnel provide is one of the store attributes professors rate most highly (Table 44).

Both faculty and store operators agree that faculty members listen to the store's recommendations about publishers' service capabilities. Bookstores generally believe faculty members do not share their concern about distribution problems, particularly with the problems that arise when a "required" book turns out not to have been actually required. Faculty respondents claim to be concerned with the bookstore's problems, but actually they do not have much interest in working with the bookstore to better serve student needs (38 percent). The bookstore, on the other hand, considers it very important to work with the faculty if service and performance are to be improved (95 percent).

Relationships between bookstore and faculty are amicable enough, but there is still considerable room for improved communications and understanding. The prognosis is not too favorable, however, because it is only the bookstore, not the faculty, that is interested in improving communications.

Table 45

Bookstore and Faculty Attitudes

	Faculty Responses	Bookstore Responses
	%	%
a. Agree faculty members are receptive to comments by bookstore personnel about the service and delivery capabilities of various publishers	70	80
b. Agree faculty members sometimes mislead bookstores concerning the required or recommended status of a text they are requisitioning	37	87
c. Agree (strongly) faculty and bookstores need to cooperate more closely to accommodate the textbook needs of students	38	95
d. Agree (strongly) faculty members are not concerned with problems in the textbook distribution system	29	51
e. Agree school administrators are becoming more involved in bookstore policies regarding textbooks	NA	36

HOW PROFESSORS RATE THE PUBLISHERS

The survey found that the publishing industry enjoys a fine reputation with the professors. To the extent that the faculty image of the publishing industry is formed by the textbooks it produces, the industry image remains on solid ground. Seventy-seven percent of the faculty say the "publishing industry is currently making available an adequate supply of good materials." This measure of good will is up from the level recorded in 1974.

Table 46

Faculty Impression of the Publishing Industry's Product

	1979	1974
	%	%
Considering only the courses you teach, do you feel that the publishing industry is currently making available an adequate supply of good materials:		
Agree	77	70
Disagree	23	30

One area where bookstores disagreed with faculty about publishers and their policies is in the area of the frequent revision of textbooks. While 54 percent of the faculty strongly agreed that "revising a test every few years is useful to faculty and students," only 15 percent of the store managers agreed. The more frequent revisions of recent years, a policy that is to the benefit of faculty and publishers, apparently causes trouble for the bookstores in terms of unsaleable books.

TRAVELERS AND THEIR IMAGE ON CAMPUS

Travelers, a major component of the publisher's marketing strategy, are well received on college campuses. Over 90 percent of the faculty members interviewed reported being visited by publishers' sales representatives in the past year. Most faculty members had between one and eight such visits, with a median of 4.5 visits.

Faculty view travelers primarily as an information resource and not a sales tool. Bookstores are less approving of travelers. They fault the travelers for not serving a school long enough to become familiar with it before being relocated. Bookstores also complain that occasionally travelers tell faculty members to hold off on adoptions until their company's new book is available for review, thus missing the requisition date. According to faculty members this is largely a myth. Bookstore operators find travelers only somewhat helpful in obtaining stock information from publishers.

Table 47

Beliefs About College Travelers
(Percent agree strongly)

	Faculty Responses	Bookstore Responses
	%	%
Travelers are a valuable source of information on new textbooks in your field	51	NA
Travelers are a source of two way communications between publishers and faculty members	46	NA
If a traveler's book in your course area doesn't suit your needs or approach they will not attempt to sell it to you	45	NA
Travelers aren't around long enough to become familiar with the school and faculty	25	39
Travelers are helpful in getting information from the publisher on delivery and publication dates and out-of-stock problems	NA	31
Travelers use high pressure selling techniques	3	NA
Travelers tell faculty members that they can order books weeks after the bookstores requisition date	3	15

WHAT THE BOOKSTORES THINK OF THE PUBLISHERS

The overall image of the publishing industry among faculty is quite good, but among bookstore operators the industry's image has suffered substantial setbacks. Bookstores have allowed one aspect of their relationship with the publishers -- the discount structure -- to color their value judgments about all aspects of their relationship. While the discount structures have not in fact changed to the detriment of the bookstores, they nevertheless see the publishers' pricing structure as a growing problem. The explanation of the bookstores' changing response to an unchanged policy may, in part, be the impact of wholesalers' activities and policies: bookstores believe that the wholesalers offer them better pricing arrangements.

In contrast to bookstores, professors continue to give publishers high marks as a result of their assessment of the publisher's product -- the textbook. The faculty are not subject to the thorn that bookstores say is in their sides: the pricing structure.

It is quite common in image studies to find that individual members of a group are held in much higher regard than the group as a whole. The U.S. Congress provides an example of this phenomenon: people invariably rate Congress poorly, but rate their individual senator or representative highly. The publishing industry may well be in the same situation. Groups suffering from this "whole is less than the parts" phenomenon are often the victims of poor public relations.

The Publishing Industry Image -- A Comparison Between Bookstore and Faculty Perceptions

The strongest example of how bookstores have reacted to the perceived discount problem come from a question that asked whether the publishing industry "strikes a fair balance between its own profitability and responsibility to the educational community, or do you feel it is overly concerned with profits?" This type of question is not designed to test respondents' knowledge of publisher profits, but rather to measure a general sense of whether the publishing industry is seen as equitable in its financial dealings. While nearly two-thirds of the faculty considered publishers to be striking a good balance, three-fourths of the bookstores thought the industry was overly concerned with profits. The seriousness of this situation is underscored by comparing this to the bookstores' response when they were asked the same question about the wholesalers. Although store operators presumably have no more information about wholesaler profits than publisher profits, only 36 percent considered wholesalers to be overly concerned with profits. The bookstores' disparate attitudes towards the two groups of book suppliers are clearly a reaction to differences they see between the two pricing structures.

Faculty responses to this question are unchanged since 1974. This again illustrates the unchanging high regard professors have for publishers.

Table 48

Opinions on Responsibility to the Educational Community

	OPINIONS ABOUT WHOLESALERS	OPINIONS ABOUT PUBLISHERS		
	Among Bookstores	Among Bookstores	Among Faculty	
	1979	1979	1979	1974
	%	%	%	%
Strikes a fair balance between its own profitability and responsibility to the educational community	62	23	62	61
Overly concerned with profits	36	74	33	35
Don't know	2	3	5	4

When bookstore operators and faculty members were asked their opinions about generalized publishing industry capabilities (textbook quality, delivery ability and the information they furnish about their product) the faculty again rated the industry highly while bookstores were critical. The particularly low score bookstores gave the publishers on their efforts to provide information about their textbooks may have been because the bookstores interpreted "information" as data on publishing dates, out-of-stocks and new editions, while the faculty members probably thought in terms of brochures, information about editorial content and educational features. When the bookstores were asked at another point if "many publishers provide poor information on out-of-stocks, price increases, and new editions," 70 percent agreed with the statement.

Table 49

Ratings of General Publishing Industry Capabilities

	Faculty Responses	Bookstore Responses
	%	%
The quality of new textbooks published:		
Excellent	13	3
Good	64	46
Fair	18	33
Poor	3	10
Delivering textbooks:		
Excellent	12	3
Good	65	45
Fair	14	44
Poor	3	8
Providing written information describing new books:		
Excellent	20	5
Good	61	35
Fair	15	19
Poor	3	33

A Comparison; Bookstores' Images of Publishers and Wholesalers

Bookstores in general have a much higher opinion of wholesalers than they do of the publishing industry. The wholesalers are considered to be less concerned with profits than are publishing companies and to provide better services.[5]

As shown in Table 50, store operators do acknowledge the clear superiority of the publisher in accepting returns and importance to the market: areas where wholesalers do not attempt to compete. Publishers are also viewed as offering a wider range of materials.

Wholesalers are considered superior to the publishers in efficiency and service and are considered faster growing. The answers on responsiveness and service are overwhelmingly in favor of the wholesalers. One might argue that in actuality services are not nearly so lopsided, but in terms of perception, the bookstores clearly side with the wholesalers. This attitude prevails throughout all types of stores serving all types of schools.

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[5] See Publishers, Wholesalers and the College Bookstore for a more lengthy discussion of wholesalers.

Table 50

Bookstore Opinions of the Publishing Industry And Wholesalers
(Percentaged horizontally)

		Believe Publishers Superior	No Difference	Believe Wholesalers Superior
Is more willing to take returns	100%	72	18	10
Is more important to the textbook market	100%	69	18	10
Can provide a wider range of books and materials	100%	56	8	36
Growing faster	100%	28	15	54
More efficient in their distribution system	100%	21	21	56
More responsive to the needs of bookstores	100%	28	21	51
Has better service	100%	13	13	74

Bookstore respondents were also asked if "improved service by publishers would result in less reliance on used book companies?" A large majority (77 percent) disagreed with this statement. This response again shows that bookstores are reacting to something other than service quality. The key criteria are the pricing practices. Even dramatic service improvements thus would not reshape the publishing industry's image in this regard.

When bookstores were presented more concrete statements about publishers' services they identified returns policies and information about new editions as areas where improvements would be beneficial. The bookstore preference for improved returns policies stands in contrast to actual industry policies, generally 100 percent for 12 months or more, which publishers consider generous. The bookstore response might be reflecting the physical burdens of handling returns, the fact that stores pay postage on returns, or even the few publishers who have less liberal policies.

Table 51

Value of Possible Publisher Service Improvements
(Percentaged horizontally)

		Major Benefit	Minor Benefit	No Benefit
		%	%	%
Adopt a more liberal returns policy	100%	80	15	5
Provide store with a computer print-out showing which of the books ordered last tern now have new editions	100%	72	18	8
Provide more up-to-date information on price changes	100%	49	46	5
Computerize the entire order processing system	100%	36	46	13

In conclusion, the publishing industry interacts with the people on college and university campuses in two ways. In the textbook marketing and distribution context the outlook is good: student purchase rates are strong, although used books and returns remain troublesome areas. However, the survey revealed a deteriorating relationship between the publisher and the bookstore, a situation which may be impacting publishing industry sales. Therefore, it is important that the publisher and the bookstore continue their current dialogue to improve this relationship.

In the second type of involvement -- the educational process -- the publisher is judged primarily by the faculty members. The publisher continues to be viewed by faculty as providing high quality texts which are responsive to the educational needs of professors and students. The basic textbook continues to be regarded as an essential element of higher education, and the publishing industry's strong reputation among faculty members reflects the quality of today's textbook.

APPENDIX A

RESEARCH PLAN DETAILS

Research Design

The study was conducted in two major phases:

1. An exploratory investigation to define the problems of the sponsors and learn how all groups function in the marketplace.

2. A quantitative survey of bookstores, faculty and students on a representative sample of United States college campuses.

As the first element of the qualitative, exploratory phase, letters were sent to publishers and bookstores explaining the general nature of the study. Recipients were asked to indicate what problems they have which the study could address and what information they needed to improve their operations. After reviewing the results of this inquiry, focus group sessions were held with publishers, travelers, bookstore operators and faculty members. These sessions sought to:

1. Educate the researchers more fully on the roles of the various groups.

2. Obtain their impressions of the problems in the marketplace.

3. Test tentative lines of questioning for the survey phase.

Sessions with bookstore operators and faculty members were held in Chicago in August, 1979. A second faculty session as well as sessions with heads of college divisions of major publishing houses and with college travelers were held in New York City during September.

Publisher Input

Findings concerning the attitudes and opinions of publishers reported herein are based on the focus group session with presidents or senior editors of eight major publishers and on discussions with the Book Industry Study Group committee which supervised the project. Unlike the campus surveys described later, this input does not represent a scientific sampling of opinion. Nonetheless, the publishers who participated in these discussions provided a broad representation of the thoughts of major college textbook publishers in the United States.

Quantitative Survey

A quantitative survey of bookstore operators, faculty members and students on a nationally representative sample of college campuses provided the major part of the data reported herein. This survey was designed to be:

1. Representative of all full-time undergraduate students in the country, and

2. Comparable to the 1974 survey so that trends over time could be accurately detected.

The first stage of the two stage sampling process consisted of selecting a stratified random sample of institutions of higher education. All schools (colleges and universities) were stratified by region (four Bureau of the Census areas), public or private and two-year and four-year institutions.

The National Center for Education Statistics reported 5,880,223 full-time undergraduate students in their Fall Enrollment in Higher Education, 1976 report.[1] The breakdown of the total student population according to the stratification variables is shown in Table 1.

Table 1

Student Enrollment by Classification Categories
(Full-time undergraduates, 1977)

	Number of Students	Percent of Students
Public	4,460,900	75.9
Private	1,419,300	24.1
Four-year	4,368,900	74.3
Two-year	1,511,200	25.7
Northeast	1,364,200	23.2
Northcentral	1,552,400	26.4
South	1,811,100	30.8
West	1,152,500	19.6

[1] Digest of Education Statistics, 1977-78, U.S. Department of Health, Education and Welfare, National Center for Education Statistics, 1978, Table 80.

Within each of the strata, individual schools were selected with probability proportionate to enrollment. This means, for example, that a school of 10,000 students would have twice as great a chance of being selected as a school with enrollment of 5,000.

Selection with probability proportionate to enrollment was conducted to reflect market size. That is, a school with 10,000 students, all things considered, is likely to have twice as much textbook sales as a school of 5,000 enrollment. Student enrollment was used in effect as a proxy for market size.

Two-year schools were purposely oversampled in order to ensure an adequate number of completed interviews would be available for analysis of this important market segment. While two-year schools enroll about one-quarter of all students they accounted for one-third of the respondents in the surveys. This over-representation was compensated for by weighting two-year schools back into their proper proportion during the tabulation of the results.

Separate campuses within a school were treated as a single school. Schools outside of the 48 contiguous states were not selected.

The final sample of 39 schools is representative of all students in terms of region, public/private control, and two or four-year status. This sample of schools was the foundation for the samples of bookstores, faculty and students.

The second stage of the sample selection consisted of selecting actual bookstores, faculty members and students to interview. Every bookstore at the selected schools was selected for interviewing: there was no sampling at this stage. The National Association of College Stores membership roster provided the initial listing of stores. A letter, signed by Mr. Russell Reynolds on NACS letterhead, announcing the survey and asking for cooperation was mailed to each of these stores. When interviewers visited each campus they updated this list by:

1. Adding new stores or nonmembers of NACS.

2. Deleting defunct stores or stores which did not sell textbooks.

A total of 61 eligible bookstores were located at the 39 schools. Bookstore personnel were found to be interested in the survey and fully cooperative. Such was also the case among the store operators asked to participate in the focus group session.

Complete and usable information was obtained for 60 of the stores. In most cases the respondent was the store manager. Textbook managers and accountants also provided information in some cases.

In 24 cases there was a single store serving the school. The other 36 stores served 15 schools. Since each school had been selected with equal probability, each school was required to have the same weight in the analysis of the bookstore survey. Therefore, the 24 stores serving single schools received a weight of one and other stores received weights which were fractions. If two stores served a school their two weights added to 1.0. The division of the 1.0 between the two stores was based on total volume of textbook sales. This procedure, like all other aspects of the sampling, was used to produce a final sample which was representative of the actual market for textbooks.

Appendix Table 2 shows the characteristics of the final sample of bookstores.

Faculty Sample

The 298 interviews conducted with faculty members were spread evenly over the selected schools. At each school controls were placed on the faculty selections to ensure the final sample had the proper mix of faculty members according to academic title and subject area taught. The final sample matches the population quite closely on academic title, as shown in Table 2.

Table 2

Faculty Academic Title

	Faculty Sample	Faculty Universe [2]
	%	%
Academic Titles		
Department head	8	26
Full professor	19	
Associate professor	22	23
Assistant professor	26	28
Instructor/Lecturer	25	23

The controls on subject area were based on student enrollment: again using students as a proxy for market size. Table 3 shows the distribution of the sample and the student population by subject area.

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[2] Salaries, Tenure and Fringe Benefits of Full-Time Instructional Faculty in Institutions of Higher Education, 1975-77, National Center for Educational Statistics, 1978.

Table 3

Faculty Academic Department

Department/Discipline:	Faculty Sample %	Student Universe[3] %
Humanities (languages, fine arts, literature, philosophy, history)	23	20
Social Sciences (sociology, political science, psychology)	18	14
Natural sciences (chemistry/physics, biology, agriculture)	7	10
Mathematics/Engineering (computer science, architecture/statistics)	9	9
Business/Economics (accounting, management)	19	18
Education (physical education)[4]	13	18
Professional (nursing, library science, journalism)	8	9
Vocational (home economics)	3	2

Faculty interviews were conducted in person, generally in the faculty member's office. Interviews averaged about 25 minutes in duration. Appendix B contains a sample of the questionnaire used in the faculty interviews.

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3 Bachelor's Degrees Conferred: 1975-76. National Center for Educational Statistics, 1978.

4 Judgmentally reduced to reflect recent enrollment changes.

Student Sample

Five hundred full-time undergraduate students were interviewed. Full-time undergraduates are considered the "core market" for college textbooks. The graduate and part-time student segments of the market were not surveyed in this study.

As with faculty interviews, each school had an equal number of student interviews: school size having already been allowed for in the first stage of the sample selection. Students were selected for interviewing according to a quota system. This ensured that the sample matched the student population in terms of year in school, sex, and academic major.

Table 4

Evaluation of the Student Sample

	Student Sample	Student Population[5]
Year in School:		
Senior	14	17
Junior	11	17
Sophomore	32	28
Freshman	43	38
Sex:		
Male	50	52
Female	50	48
Academic Major:		
Humanities	21	20
Social Sciences	16	14
Natural Sciences	7	10
Mathematics/Engineering	12	9
Business/Economics	20	18
Education [6]	11	18
Professional	11	9
Vocational	2	2

Student interviews were conducted in person. Interviews averaged 15 to 20 minutes in length. Contained in Appendix C is a sample of the student questionnaire. Additional descriptive data on the student sample and on the faculty sample are contained in Appendix Tables 3 and 4 (Appendix B).

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5 Digest of Education Statistics, 1977-78. Current Population Reports, Bureau of the Census, and Bachelor's Degrees Conferred: 1975-76, NCES.

6 Judgmentally reduced to reflect recent enrollment changes.

The samples of bookstores, faculty members and students were selected using highly scientific procedures and were carefully executed. The resulting samples closely match their respective populations and can be used confidently for projection to their respective universes.

Interviewing was conducted in early November, 1979. All interviewers received extensive written instructions on how the field work was to be conducted.

Some questions were contained in two or all three of the questionnaires used. This allowed valuable comparison of responses to identical questions from different groups of respondents.

Completed questionnaires were edited, coded, checked for consistency and completeness and keypunched. Extensive cross-tabulations were prepared by computer.

The results of the surveys have been reviewed and analyzed by Crossley Surveys and the committee. This report contains the interpretations and conclusions of Crossley Surveys. The committee was involved in all phases of the research, including the development of this report.

APPENDIX B

TABLES

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APPENDIX TABLE 1

CHARACTERISTICS OF LARGEST CLASS

	Faculty	Student
Number of respondents	298	500
Class enrollment:	%	%
Under 20	8	4
20 to 50	42	43
51 to 100	28	19
101 to 300	13	26
Over 300	6	8
Course level:		
Introductory	71	72
Advanced	27	28
Course in:		
Major/closely related field	62	68
Field not close to major	35	31
Academic Department:		
Humanities	23*	15
Social science	18	33
Science	7	17
Mathematics/Engineering	9	11
Business/Economics	19	16
Education	13	3
Professional	9	3
Vocational	3	1
Other	0	1

* Assumed to be same as department where employed.

APPENDIX TABLE 2

CHARACTERISTICS OF THE BOOKSTORE SAMPLE

	Bookstore Sample
Total Schools*	39
	%
Type of bookstore:	
Institutionally operated	66
Privately owned	26
Leased	5
Cooperative/associated students	3
Wholesaler affiliated:	
Yes	18
No	82
Number of stores serving school:	
Single store	59
Multiple stores	41
School served:	
Public	78
Private	22
Two year	25
Four year	75
Northeast	23
Northcentral	28
South	28
West	19
Over 20,000 students	9
10,000 to 20,000 students	31
5,000 to 10,000 students	35
Under 5,000 students	25

* Because of the weighting system used, bookstore results are in school-equivalents, not numbers of bookstores perse. For example, the first result would read - 66 percent of the schools surveyed are served by institutional stores.

APPENDIX TABLE 3

CHARACTERISTICS OF THE FACULTY SAMPLE

	Faculty Sample
Number of respondents	298
	%
Age:	
Under 25	9
26 to 35	18
36 to 45	33
46 to 55	23
Over 55	16
Sex:	
Male	74
Female	26
Race:	
White	94
Black	5
Other	1
Courses taught most often:	
Introductory/survey	47
Advanced	39
Evenly divided	14
Ever written or contributed to college textbook:	
Yes	27
No	72
Average annual teaching load:	
One, two courses	6
Three courses	9
Four courses	16
Five courses	11
Six or more courses	56

APPENDIX TABLE 3 (cont)

School where teaching:	
Public	78
Private	22
Two year	26
Four year	74
Northeast	24
Northcentral	27
South	30
West	19
Over 20,000 students	8
10,000 to 20,000 students	32
5,000 to 10,000 students	35
Under 5,000 students	25

APPENDIX TABLE 4

CHARACTERISTICS OF THE STUDENT SAMPLE

	Student Sample
Number of respondents	500
	%
Marital status:	
Single	90
Married	8
Separated/divorced/widowed	2
Race:	
White	81
Black	14
Other	5
School attended:	
Public	78
Private	22
Two year	74
Four year	26
Northeast	23
Northcentral	29
South	30
West	18
Over 20,000 students	9
10,000 to 20,000 students	32
5,000 to 10,000 students	35
Under 5,000 students	25

APPENDIX TABLE 5

STUDENT SATISFACTION WITH COURSES, PROFESSORS AND BOOKS, BY SCHOOL CHARACTERISTICS
(percentaged horizontally)

	Percent Very Satisfied With:		
	Courses	Professors	Books Assigned
School Type:			
Two-year	49	51	44
Four-year	39	38	30
School Status:			
Public	41	40	36
Private	45	45	28
School Size:			
Over 20,000 students	42	29	36
10,000 to 20,000 students	33	33	30
5,000 to 10,000 students	45	45	38
Under 5,000 students	49	48	34

APPENDIX TABLE 6

PRIMARY SOURCE OF STUDENT FUNDS, BY SCHOOL CHARACTERISTICS
(percentaged horizontally)

	Parents	Students*	Loans/ Grants	Scholarships
School Type:				
Two-year	37	33	31	6
Four-year	45	34	26	11
School Status:				
Public	39	36	28	9
Private	57	23	26	11
School Size:				
Over 20,000 students	47	36	24	9
10,000 to 20,000 students	37	34	25	16
5,000 to 10,000 students	47	35	27	5
Under 5,000 students	42	30	34	8
Student Financial Problems:				
Serious problem	22	45	39	14
Somewhat of a problem	37	39	31	8
Not a problem	57	22	19	10

* Includes working and savings

APPENDIX TABLE 7

TOTAL ANNUAL FAMILY INCOME OF STUDENTS RECEIVING MOST FINANCIAL AID FROM PARENTS
(percentaged horizontally)

	Family Income *		
	Under $25,000	$25,000 to $35,000	Over $35,000
Total students reporting parents as primary source of funds	35	20	26
School Type:			
Two-year	45	18	22
Four-year	31	20	27
School Status:			
Public	40	19	24
Private	21	23	33
School Size:			
Over 20,000 students	29	29	19
10,000 to 20,000 students	38	17	26
5,000 to 10,000 students	31	25	24
Under 5,000 students	35	12	35

* Students not reporting family income (18 percent overall) are omitted.

APPENDIX TABLE 8

SOURCES OF TEXTBOOK INFORMATION, BY SCHOOL CHARACTERISTICS
(percentaged horizontally)

	Solicited Copy	Unsolicited Copy	Circular/ Brochures	College Travelers
School Type:				
Two-year	58	51	27	33
Four-year	57	47	31	21
School Status:				
Public	56	49	29	26
Private	63	43	32	15
School Size:				
Over 20,000 students	59	73	32	18
10,000 to 20,000 students	56	41	33	19
5,000 to 10,000 students	59	44	31	25
Under 5,000 students	55	53	24	31

APPENDIX TABLE 9

BELIEF THAT ADOPTIONS BY COMMITTEE ARE BECOMING MORE PREVALENT
(percentaged horizontally)

	Agree	Disagree
School Type:		
Two-year	74	22
Four-year	33	54
School Status:		
Public	49	41
Private	38	50
School Size:		
Over 20,000 students	50	38
10,000 to 20,000 students	35	57
5,000 to 10,000 students	53	33
Under 5,000 students	54	36
Academic Ranking:		
High	27	58
Medium	52	39
Low	58	32

APPENDIX TABLE 10

RETURNS RATE BY STORE CHARACTERISTICS
(Percentaged horizontally)

	Mean Returns Rate	
	15 Precent or less	Over 15 Percent
School Type:		
Two-year	73	25
Four-year	61	35
School Status:		
Public	65	30
Private	71	28
School Size:		
Over 20,000 students	58	40
10,000 to 20,000 students	52	48
5,000 to 10,000 students	69	31
Under 5,000 students	65	30
Store Size:		
Over $1.5 million sales*	55	45
$.5 to $1.5 million sales	70	24
Under $.5 million sales	50	42
Store Type:		
Institutionally operated	69	31
Privately owned	60	30

* Annual sales of all types of merchandise

APPENDIX TABLE 11

USED BOOK MARKET SHARE BY MARKET SEGMENT
(Percentaged horizontally)

	Bookstore Reported Percentage of Total Textbook Sales Derived From Used Books
School Type:	
Two-year	24
Four-year	18
School Status:	
Public	22
Private	11
School Size:	
Over 10,000 students	24
5,000 to 10,000 students	21
Under 5,000 students	14
Region:	
Northeast	13
Northcentral	17
South	28
West	22
Store Type:	
Institutional	19
Private	22
Number Stores Serving Campus:	
One	12
More than one	25

APPENDIX TABLE 12

STUDENT PURCHASES OF USED TEXTBOOKS
(Percentaged horizontally)

	Percentage of Students Who Bought Used Copy When Both Available
School Type:	
Two-year	52
Four-year	63
School Status:	
Public	63
Private	46
School Size:	
Over 20,000 students	67
10,000 to 20,000 students	65
5,000 to 10,000 students	61
Under 5,000 students	48
Year in School:	
Freshman	60
Sophomore	54
Junior	65
Senior	77
Financial Condition:	
Serious problem	68
Somewhat of a problem	60
Not a problem	56

APPENDIX TABLE 13

BOOKSTORE RATINGS BY MARKET SEGMENT
(Percentage rating their store as doing a "very good job")

	Faculty Responses	Student Responses
School Type:		
Two-year	42	32
Four-year	26	24
School Status:		
Public	32	26
Private	25	28
School Size:		
Over 20,000 students	32	26
10,000 to 20,000 students	21	20
5,000 to 10,000 students	37	34
Under 5,000 students	35	25
Region:		
Northeast	19	20
Northcentral	37	28
South	26	26
West	45	34
Store Type:		
Institutionally operated	33	27
Privately owned	24	22
Store Size:		
Over $1.5 million total sales	24	24
$.5 to $1.5 million total sales	33	29
Under $.5 million total sales	38	28
Number Stores Serving School:		
Single	34	28
Multiple	25	25
Wholesaler Affiliation:		
Yes	35	38
No	30	24

APPENDIX TABLE 14

CONTINUOUS BOOKSTORE BUYBACKS
(Percentaged horizontally)

	Percentage of Stores Conducting Used Book Buybacks at all Times
School Type:	
Two-year	31
Four-year	50
Region:	
Northeast	44
Northcentral	46
South	55
West	38
School Size:	
Over 20,000 students	100
10,000 to 20,000 students	64
5,000 to 10,000 students	36
Under 5,000 students	18
Store Type:	
Institutionally operated	39
Privately owned	70
Store Size:	
Over $1.5 million total sales	77
$.5 to $1.5 million total sales	29
Under $.5 million total sales	25
Number Stores Serving Campus:	
Single	29
Multiple	67

APPENDIX C

SAMPLE QUESTIONNAIRES

CROSSLEY SURVEYS, INC.
909 Third Avenue
New York, New York

COLLEGE TEXTBOOK STUDY
BOOKSTORE QUESTIONNAIRE

#16067
November, 1979

Store Name_____ Manager's Name_____

Telephone Number_____ Textbook Buyer's Name_____

Address_____

City_____ State_____ Zip_____

College or University_____ 4-5-

Interviewer's Name_____ Int. Date_____ 6-7-

1a. In your textbook operations would you say faculty members are the source of ...

A lot of problems 8-1
A few problems, or . . . . . -2
No problems . . . . . -3

b. What is the biggest problem faculty members present to your textbook operations?

_____ 9-

_____ 10-

2. Compared to 5 years ago, do you think there is more emphasis on the use of basic textbooks in the education of college students, or is there less emphasis on basic textbooks?

More emphasis on textbooks . . 11-1
Less emphasis on textbooks . . -2
No change . . . . . -3

3. What type of notification do faculty members at (COLLEGE NAME) receive that tells them requisitions for textbooks are due? [MULTIPLE ANSWERS ALLOWED]

Letter/note distributed by bookstore 12-1
Department head or secretary tells faculty . . . -2
Newspaper/newsletter announcements . . . . . -3
No notification to faculty, department handles orders . . . . . -4

Other:_____

_____

4a. For the current Fall term, when were requisitions due?

March or earlier 13-1
April . . . . . -2
May . . . . . -3
June . . . . . -4
July or later . . . . . -5

b. Do you consider this date to be too early, too late, or reasonable?

Too early . . 14-1
Acceptable . . -2
Too late . . . -3

c. Why do you think this date is too late? _____

_____ 14-

5. What percentage of faculty members would you estimate do not have book requisitions submitted by this date?

Percentage _____ (15-16)
Impossible to estimate ☐

6. What would you say are the major reasons some faculty members do not submit their requisitions by this date? [DO NOT READ LIST]

Text not yet selected	17-1
Assignments/courses not finalized	-2
Part-time faculty not on campus	-3
Lack of concern for due date	-4

Other: _____

_____

_____

7. There are a number of ways faculty members who knowingly delay could be encouraged to respond to the bookstore more promptly. I would like to have you tell me how effective you think each of the following would be in encouraging faculty members to get their book requisitions in on time. For instance, do you think that (READ CHECK MARKED ITEM) would be a strong incentive, a weak incentive, or no incentive to faculty members? (CONTINUE WITH REMAINING ITEMS)

Items	Strong Incentive	Weak Incentive	No Incentive
☐ Offering a discount on bookstore purchases to faculty members who submit requisitions on time	18-1	-2	-3
☐ Giving department heads names of faculty members who are late	19-1	-2	-3
☐ Conducting an information campaign to explain to faculty the problems caused by late requisitions	20-1	-2	-3
☐ Providing telephone and personal notification of requisition dates to faculty members	21-1	-2	-3
☐ Books requisitioned by the faculty on time, but not in the bookstore when classes begin would be given, free, to students	22-1	-2	-3
☐ Publicizing the names of departments or individuals who are late in requisitioning books	23-1	-2	-3
☐ Charging the academic departments for shipping charges of books requisitioned late by their members	24-1	-2	-3

8. Has your bookstore or administration ever undertaken an information campaign to tell faculty members about the difficulties caused by late requisitions and unrealistic enrollment estimates from faculty members?

Yes - Late requisitions . . .	25-1
Unrealistic enrollments	-2
Both	-3
No	-4

9a. Do you agree or disagree with each of the following statements.

	Agree	Disagree	Don't Know
a. faculty members are receptive to comments by bookstore personnel about the service and delivery capabilities of various publishers	26-1	-2	-3
b. faculty members sometimes mislead bookstores concerning the required or recommended purchase status of a text they are requisitioning	27-1	-2	-3
c. used book dealers are prompting bookstores to set earlier requisition due dates	28-1	-2	-3
d. college and university administrations are becoming more involved in bookstore policies regarding textbooks	29-1	-2	-3
e. faculty members are inconsiderate of the bookstore's needs	30-1	-2	-3

10. When ordering textbooks for the current term; in what month did you send out the bulk of your orders?

May or earlier 31-1
First half of June . . . -2
Second half of June . . -3
First half of July . . . -4
Second half of July . . -5
August or later . . . . -6

11a. Do you send orders to used-book companies or wholesalers to have them fill what they can before sending the remaining order to the book publisher?
[used book companies and wholesalers are synonomous terms]

Yes 32-1
No -2
SKIP TO Q.13

b. Do you do this for books which are new editions and new titles or just those that have been out for a year or more?

Yes, for new books . . . 33-1
No, only old books . . . -2
SKIP TO Q.12

c. Of the orders that you send to wholesalers for new books, that is new editions and brand new titles, overall, what percentage of these books are they able to deliver?

Percentage _____ (34-35)

d. Where do you think they get the majority of these new books?

_____

_____ 36-

12. Of the orders sent to the used-book companies or wholesalers for books that have been published for a year or more, overall, what percentage of these books are they able to deliver?

Percentage filled _____ (37-38)

13. When you make a rush order at a publishing house, what percentage of those orders are processed and off the warehouse dock within 48 hours of the time they are received?

Percentage _____ (39-40)

14a. What is your estimate of the percentage of all books needed by the students that are not available in any local bookstore on the first day of classes?

Percentage not available _____ (41-42)

Impossible to estimate ☐

b. Who do you believe is primarily responsible for these books not being available to students at the start of the terms? (DO NOT READ LIST)

Bookstore 43-1
Faculty members . . . . . -2
Publishers . . . . . -3
Delivery/mail services . . . . . -4
Administration . . . . . -5
Academic departments . . . . . -6

Other _____

15. There are a number of specific reasons that books on hand may not be sold. (HAND RESPONDENT BLUE CARD A) This card lists a number of possible causes for you having books left on the shelves several weeks after the term starts. For each possible cause, please tell me whether you think it is the primary cause of unsold textbooks, a major cause, a minor cause, or no cause at all. [RECORD ANSWERS FOR A. THROUGH F.]

What other major reasons can you think of for having books left unsold? [RECORD UNDER G. BELOW]

	The Primary	Major	Minor	No Cause
A. Initial order that arrived late	44-4	-3	-2	-1
B. Reorder that arrived late . . .	45-4	-3	-2	-1
C. Class cancelled	46-4	-3	-2	-1
D. Actual enrollment way below estimate	47-4	-3	-2	-1
E. Instructor didn't require students to purchase text although it is on "required" list	48-4	-3	-2	-1
F. Students bought books elsewhere	49-4	-3	-2	-1

G. Other reasons: _____

_____ 50-

_____

16a. Are all unsold new books which can be returned to the publisher automatically returned or do you keep some that you expect to sell the following term?

Automatically return all 51-1
Keep some . . . . . -2

b. Of the new books not sold this term, approximately what percentage have been or will be returned, and what percentage will be kept?

Percentage returned _____ 52-53-
Percentage kept _____ 54-55-
TOTAL 100%

c. Why do you send them all back? _____

_____ 56-

_____

d. In the last few years has your rate of returns of new books to publishers been up significantly, up slightly, unchanged, down slightly or down significantly?

Up significantly 57-1
Up slightly . . . . . -2
Unchanged . . . . . -3
Down slightly . . . . . -4
Down significantly . . . . . -5

17. Do you agree or disagree with the following statements?

	Agree	Disagree
a. Many publishers provide poor information on out-of-stocks, price increases, and new editions	58-1	-2
b. Improved service by publishers would result in less reliance on used book companies	59-1	-2
c. It is a good practice to make the initial order a few copies short and then reorder later if necessary	60-1	-2
d. It is more difficult to estimate sales of a book which is only recommended for purchase than one which is required	61-1	-2

18a. Does your store buy back used books at all times or just in specific time periods?

Never 62-1
SKIP TO Q.20
At all times . . . . . -2
Specific time periods . . -3

b. How many weeks per term do you have buy backs?

1 or less 63-1
2 . . . . . -2
3 . . . . . -3
4 . . . . . -4
5 or more . . . . . -5

19a. Is the buy back operation conducted in conjunction with a used book company?

Yes 64-1
No -2

b. Do you buy used books, not scheduled for use next term, in hopes of selling them to a used book company?

Yes -3
No -4

20. Do you think the publishing industry is doing an excellent, good, fair, or poor job in terms of ... (READ LIST)

	Excellent	Good	Fair	Poor
a. the quality of new text books published	65-4	-3	-2	-1
b. delivering textbooks	66-4	-3	-2	-1
c. providing written information describing new books	67-4	-3	-2	-1

21a. On the whole, would you say that the publishing industry strikes a fair balance between its own profitability and responsibility to the educational community, or do you feel it is overly concerned with profits?

Strikes good balance 68-1
Overly concerned with profits . . -2

b. Would you say that the used book companies strike a fair balance between their own profitability and responsibility to the educational community or do you feel they are overly concerned with profits?

Strikes good balance 69-1
Overly concerned with profits . . -2

22. Do you agree strongly, agree somewhat or disagree with the following statements?

	Strongly Agree	Somewhat Agree	Disagree
a. Revising a text every few years is useful to faculty and students	70-1	-2	-3
b. Faculty members are not concerned with problems in the textbook distribution system	71-1	-2	-3
c. Faculty and bookstores need to cooperate more closely to accomodate the textbook needs of students	72-1	-2	-3
d. It is better to have books left on the shelves after the book rush than to sell out	73-1	-2	-3

23. I am going to read a short list of innovations that a publisher might undertake to improve its service. I would like you to tell me whether each would be a major benefit, minor benefit or no benefit to your bookstore. A publisher could ... (READ LIST BEGINNING WITH CHECK MARKED ITEM)

	Major Benefit	Minor Benefit	No Benefit
☐ Provide your store with a computer printout showing which of the books you ordered last term now have new editions	74-1	-2	-3
☐ Computerize their entire order processing system	75-1	-2	-3
☐ Provide more up-to-date information on price changes	76-1	-2	-3
☐ Adopt more liberal returns policies .	77-1	-2	-3

80-(1)

24. I am going to ask you to compare the major publishing companies and the used book companies.

	Publishers	Used Book Cos.	No Difference
a. Which group do you think has better service?	4-1	-2	-3
b. Which group can provide a wider range of books and materials	5-1	-2	-3
c. Which is growing faster	6-1	-2	-3
d. Which group is more willing to take returns	7-1	-2	-3
e. Which group is more efficient in their distribution system	8-1	-2	-3
f. Which group is more important to the textbook market	9-1	-2	-3
g. Which group is more responsive to the needs of bookstores	10-1	-2	-3

25. Approximately how many times in a year are you visited by publisher's travelers, or sales representatives?

None	11-1
1 - 3	-2
4 - 8	-3
9 - 14	-4
15 - 24	-5
25 or more . . .	-6

26. Do you agree strongly, agree somewhat, or disagree with the following statements?

	Strongly Agree	Somewhat Agree	Disagree
a. Travelers tell faculty members that they can order books weeks after the bookstore's requisition date	12-1	-2	-3
b. Travelers aren't around long enough to become familiar with the school and faculty	13-1	-2	-3
c. Travelers are helpful in getting information from the publisher on delivery and publication dates and out of stock problems.	14-1	-2	-3

27. I would like to have you rate your store on a number of factors describing your textbook operations. (HAND RESPONDENT BLUE CARD B) As you can see each factor has two extremes with five rating points between. You can just read off the rating numbers to me as you go down the list. I'll record the answers.

Efficiency . . . _____	15-	Delivery . . . _____	19-
Gets books in . _____	16-	Stock . . . . _____	20-
Personnel . . . _____	17-	Number ordered _____	21-
Status of orders _____	18-	Selection . . _____	22-
		Management . . _____	23-

28a. Do you buy complimentary copies of textbooks, that is those that publishers give to faculty members?

Yes	24-1
No	-2
SKIP TO Q.29	

b. Roughly, what is the volume of such purchases from faculty members, either in dollars or numbers of books annually?

$_____, or 25-

No. books _____ 26-

29. Do you provide desk copies in response to faculty member requests?

Yes	27-1
No	-2

30. Do you consider it ethical or unethical for a faculty member to sell textbooks they have requested from the publisher?

Ethical	28-1
Unethical . . .	-2

IF RESPONDENT CANNOT PROVIDE ANSWERS TO QUESTIONS 31 THROUGH 36, YOU MAY LEAVE THE ENCLOSED PAGE WITH STORE PERSONNEL TO COMPLETE LATER. SET UP APPOINTMENT TO RETURN AND PICK UP COMPLETED FORM AS SOON AS POSSIBLE.

31. What is the amount of your store's total annual sales from all sources? Is it ... (READ LIST)

Under $250,000	29-1
$250,000 to $499,999	-2
$500,000 to $999,999	-3
$1,000,000 to $4,999,999 . . .	-4
$5,000,000 and over	-5

32. What is the total sales from textbooks? $_____ 30-31-32-

33. Of all textbook sales, what percentage is derived from sales of used books and new books?

Used books	_____% (33-34)	
New books	_____% (35-36)	
TOTAL	100%	

34. Of new textbooks sold, approximately what percentage is supplied by used book companies and what part by publishing companies?

Supplied by used book companies	_____% (37-38)	
Supplied by publishers	_____% (39-40)	
TOTAL	100%	

35. Of used book sales, approximately what percentage is purchased from student buy backs and what percentage comes from used book companies?

From student buy backs	_____% (41-42)	
From used book companies	_____% (43-44)	
TOTAL	100%	

36. What is your annual dollar volume of returns of new books to publishers? $_____ ☐ retail prices, or ☐ discounted 45-46-47-

37. Is your bookstore:

Institutionally operated . . .	48-1
Privately owned	-2
Leased operation	-3
Cooperative/associated students	-4

38. Are you affiliated with any used book company?

Yes	49-1
No	-2

39. Market status:

Single store on campus	50-1
Multiple stores	-2

51-52-

53-54-

80-(2)

CROSSLEY SURVEYS, INC.
909 Third Avenue
New York, New York 10022

COLLEGE TEXTBOOK STUDY
FACULTY QUESTIONNAIRE

#16067
November, 1979

RESPONDENT'S NAME: _____ 4-

COLLEGE OR UNIVERSITY: _____ TEL. NO.( ) _____ 5-

INTERVIEWER'S NAME: _____ INTERVIEW DATE: _____ 6-

7-

QUOTA DATA

A. Academic Title:

Instructor	8-1
Assistant Professor	-2
Associate Professor	-3
Full Professor	-4
Department Head	-5

B. Academic Department:

Humanities (languages, fine arts, literature, philosophy)	9-1
Social Science (sociology, political science, history, psychology)	-2
Science (chemistry, physics, biology, agriculture)	-3
Mathematics/Engineering (computer science, architecture)	-4
Business/Economics (management, accounting)	-5
Education (physical education)	-6
Professional (nursing, journalism, library science)	-7
Vocational (home economics)	-8
Other (SPECIFY): _____	-9

1. On the whole, do you find teaching a particularly arduous or frustrating experience these days, or do you find that teaching is generally a satisfying experience?

Arduous/frustrating	10-1
Satisfying	-2

2. Please tell me whether you agree fully, agree partially, or disagree with each of the following statements.

	Agree Fully	Agree Partially	Disagree
a. Colleges and universities today are too concerned with training professionals and not enough with educating human beings	11-1	-2	-3
b. There is too much emphasis on making life easy for students these days, and not enough on getting them to put in the hard work it takes to get a good education	12-1	-2	-3

3. Compared to 5 years ago, would you say that faculty members are relying more on basic textbooks in their teaching or relying less on basic textbooks?

Relying more on textbooks	13-1
Relying less on textbooks	-2
No change	-3

4. In the courses you teach, if the students never open any of the course books or other reading materials, but rely only on notes taken in class, how well would they do in achieving the objectives of the course from your point of view? That is, do you think they would ...?

Do as well, or	14-1
Not do as well	-2

5. What is your impression of the students you teach these days? For example, do you find that today's students ...?

		Yes	No
a.	Come to college well prepared academically	15-1	☐
b.	Have lower reading levels than students in the past	-2	☐
c.	Are highly motivated	-3	☐
d.	Are more inclined toward professional courses and less toward liberal arts	-4	☐
e.	Are able to work independently in unstructured learning environments	-5	☐
f.	Have a high regard for faculty members	-6	☐
g.	Have less reasoning ability than earlier students	-7	☐

6. Concerning the textbooks and educational materials that are published today, would you strongly agree, somewhat agree, or disagree that ...?

		Strongly Agree	Somewhat Agree	Disagree
a.	Textbooks are becoming more homogenous and that fewer innovative texts are being published	16-1	-2	-3
b.	Books containing a collection of readings are being used to obtain several viewpoints on a topic	17-1	-2	-3
c.	Instructor's manuals are generally useless .	18-1	-2	-3
d.	Introductory level texts frequently include concepts which are too difficult	19-1	-2	-3
e.	Graphic aids have made textbooks more expensive	20-1	-2	-3
f.	In introductory level courses, any one of several texts could be substituted without affecting educational achievement	21-1	-2	-3
g.	A modestly designed text, without elaborate illustrations and supplemental materials, but priced 25% under the more elaborate texts, would sell well	22-1	-2	-3

7a. Compared to texts published 5 years ago, would you agree or disagree that new textbooks are ...? (READ LIST)

IF AGREE, ASK:

b. Is that something that you like or dislike about new textbooks?

	Q.7a		Q.7b	
	Disagree	Agree	Like	Dislike
(1) Written for lower reading levels	23-1	-2	-3	-4
(2) Contain more learning aids	24-1	-2	-3	-4
(3) Contain more elaborate graphics	25-1	-2	-3	-4
(4) More frequently have multiple authors . .	26-1	-2	-3	-4
(5) Contain less difficult concepts	27-1	-2	-3	-4
(6) Are more appealing to students	28-1	-2	-3	-4

8. How do you first become aware of the publication of new textbooks that might be appropriate for courses you teach? (HAND RESPONDENT YELLOW CARD A) Listed on this card are a number of ways you could find out about new textbooks. From which one or two of these sources of information do you most often learn of the publication of a new textbook?

Bookstore displays	29-1
Speaking to colleagues	-2
Reviews in professional journals	-3
Publisher's advertising/promotion	-4
Departmental/institutional sources	-5
Libraries	-6
College travelers	-7
Own initiative	-8

(HAND RESPONDENT YELLOW CARD B)

9. This card lists several methods that publishers use to convey information about books. Which one or two of these do you find most helpful?

Unsolicited complimentary copy	30-1
Examination copy (requested)	-2
Circulars/brochures	-3
College travelers	-4
Academic convention displays	-5
Journal advertisements . . .	-6

10. For many courses there are a large number of potential textbooks: perhaps more than can be evaluated in detail. When deciding whether or not to give serious consideration to a particular text that has come to your attention, I would like to know whether the following factors are very important, somewhat important, or not important. Would you say that (CHECK MARKED ITEM) would be very important, somewhat important or not important in influencing you to seriously evaluate a textbook? (CONTINUE WITH REMAINING ITEMS)

Items	Very Important	Somewhat Important	Not Important
☐ Favorable comments by students who have used the text	31-1	-2	-3
☐ A traveler's recommendation	32-1	-2	-3
☐ The author's reputation	33-1	-2	-3
☐ Recommendations by other faculty members .	34-1	-2	-3
☐ Receiving a brochure in the mail	35-1	-2	-3
☐ Adoption by a leading school in your discipline	36-1	-2	-3
☐ An advertisement in an academic journal . .	37-1	-2	-3
☐ Receiving an unsolicited copy for review .	38-1	-2	-3

11. What is the likelihood that you would adopt a textbook without reviewing the book itself, but instead evaluating an extensive brochure containing a table of contents and a sample chapter? Would you say it is ...

Very likely	39-1
Somewhat likely	-2
Neither likely or unlikely	-3
Somewhat unlikely	-4
Very unlikely	-5

(HAND RESPONDENT YELLOW CARD C)

12. Listed on Card C are various criteria professors can use in evaluating textbooks for possible adoption. Which <u>one</u> or <u>two</u> most influence your adoption decision?

A. Student feedback	40-1
B. Contemporariness, up-to-dateness	-2
C. Usefulness as a reference source	-3
D. Reputation of the publisher	-4
E. Breadth and comprehensiveness	-5
F. Price	-6
G. Whether it complements teaching style	-7
H. General layout and design	-8
I. Reputation of the author	-9

13. In your department are there any textbook adoptions made by committee?

Yes	41-1
No	-2

SKIP TO Q.16

14. On average, how often do textbook committees in your department meet to consider changing adopted texts?

Every year	42-1
Every 2 years	-2
Every 3 years	-3
Every 4 years	-4
Every 5 years	-5
6 or more	-6

15. Do you agree or disagree with the following statements?

	Agree	Disagree
a. Often texts are changed because faculty members get tired of using the same text	43-1	-2
b. Committee adoptions tend to compromise on conventional, middle of the road textbooks	44-1	-2
c. Adoptions are being made more often by committees and less often by individuals	45-1	-2

16. Now, I would like to ask you about the largest undergraduate course you are currently teaching. About how many students do you teach in your sections of this course? (TOTAL ALL SECTIONS OF THIS COURSE TAUGHT BY RESPONDENT)

Under 20	46-1
21 - 50	-2
51 - 100	-3
101 - 300	-4
Over 300	-5

17a. Would you say this is an introductory level or advanced course?

Introductory	47-1
Advanced	-2

b. Is it primarily for ...?

Students in this and closely related fields, or	48-1
An elective for students in many majors	-2

18a. Are you using a basic textbook in this course?

Yes	49-1
No	-2

b. Why are you not using a basic textbook?

_____

_____ 49-

_____

[SKIP TO Q.28]

19a. Is this book ...?

Required, or	50-1
Recommended	-2

b. How many other books are required and how many others are recommended for this course?

	Q.19b Required	Q.19b Recommended
None	51-0	52-0
1	-1	-1
2	-2	-2
3 - 5	-3	-3
6 - 9	-4	-4
10 or more	-5	-5

20. Are you using the basic textbook because you are really satisfied with it or simply because it is the best one available?

Satisfied	53-1
Best available	-2

21a. Is this book published in paperback?

Yes	54-1
No	-2
Don't know	-3

b. As far as you know, are used copies of this basic textbook available in local bookstores?

Yes	55-1
No	-2
Don't know	-3

22. At the beginning of the term what, if anything, do you tell your classes about this text and whether or not they should purchase it?

_____ 56-

_____ 57-

_____ 58-

23. What is your best estimate of the percentage of your students who have copies of the basic text?

Percentage _____ (59-60)

Impossible to estimate ☐

IF NOT ALL STUDENTS HAVE TEXT, ASK:

24. Why do you think some of your students have not acquired copies of the text?

_____ 61-

_____ 62-

_____

25. Have you ever had students give you their opinions about the quality of this textbook?

Yes 63-1
No -2

26a. Are there any supplemental materials produced to go along with the basic textbook?

Yes 64-1
No -2
SKIP TO Q.27

b. Do you recommend to your students that they use these materials?

Yes 65-1
No -2

27a. Is there an instructor's manual published for the basic textbook?

Yes 66-1
No -2
SKIP TO Q.28

b. Do you use it?

Yes 67-1
No -2

Now I would like to ask a few questions about bookstores and getting textbooks for your classes.

28. What type of notification do faculty members at (COLLEGE NAME) receive that tells them requisitions for textbooks are due? (MULTIPLE ANSWERS ALLOWED)

Letter/note distributed by bookstore 68-1
Department head or secretary tells faculty . . . . -2
Newspaper/newsletter announcements . . . . . -3
No notification to faculty, department handles orders . . . . . -4
SKIP TO Q.33

Other (SPECIFY): _____

_____

29a. For the current Fall term, when were requisitions due?

March or earlier 69-1
April . . . . . -2
May . . . . . -3
June . . . . . -4
July or later . . . . . -5
Don't know . . . . . -6
SKIP TO Q.32

b. Do you consider this date to be too early, too late or reasonable?

Too early 70-1
Reasonable . . . . . -2
Too late . . . . . -3

c. Why do you think this date is too early?

_____

_____ 71-

30. What percentage of faculty members would you estimate do not have their book requisitions submitted by this date?

Percentage _____ (72-73)
Impossible to estimate ☐

31. What would you say are the major reasons some faculty members do not submit their requisitions by this date? (DO NOT READ LIST)

Text not yet selected . . . 74-1
Assignments/courses not finalized . . . . . -2
Part-time faculty not on campus . . . . . -3
Lack of concern for due date -4
Other (SPECIFY):

_____

32a. Would you agree or disagree that on your campus there are some faculty members who, even though they know what courses they will be teaching, delay adopting a text or notifying the bookstore until after the due date for book requisitions?

Agree, faculty delays . . . 75-1
Disagree, doesn't delay . . -2
SKIP TO Q.33

b. There are a number of ways faculty members who knowingly delay could be encouraged to respond to the bookstores more promptly. I would like to have you tell me how effective you think each of the following would be in encouraging faculty members to get their book requisitions in on time. For instance, do you think that (READ CHECK MARKED ITEM) would be a strong incentive, a weak incentive, or no incentive to faculty members? (CONTINUE WITH REMAINING ITEMS) 80-(1)

Items	Strong Incentive	Weak Incentive	No Incentive
☐ Offering a discount on bookstore purchases to faculty members who submit requisitions on time	4-1	-2	-3
☐ Giving department heads names of faculty members who are late	5-1	-2	-3
☐ Conducting an information campaign to explain to faculty members the problems caused by late requisitions	6-1	-2	-3
☐ Providing telephone and personal notification of requisition dates to faculty members	7-1	-2	-3
☐ Books requisitioned by the faculty on time, but not in the bookstore when classes begin would be given, free, to students	8-1	-2	-3
☐ Publicizing the names of departments or individuals who are late in requisitioning books . .	9-1	-2	-3
☐ Charging the academic departments for shipping charges of books requisitioned late by their members	10-1	-2	-3

33a. What is your estimate of the percentage of all books needed by the students that are not available in any local bookstore on the first day of classes?

Percentage not available: _____ (11-12)
Impossible to estimate ☐

b. Who do you believe is primarily responsible for these books not being available to students at the start of the terms? (DO NOT READ LIST)

Bookstore	13-1
Faculty members	-2
Publishers	-3
Delivery/mail services	-4
Administration	-5
Academic departments	-6
Other (SPECIFY): _____	

34. Has your bookstore or administration ever explained to the faculty the problems experienced by bookstores when ...? (READ LIST)

	Yes, Have Explained	No, Haven't Explained
a. Too many or too few books are ordered as a result of unrealistically high or low class enrollment projections	14-1	-2
b. Too many or too few books are ordered because the bookstore is not correctly told whether the book will be a required or only a recommended purchase	15-1	-2
c. Books can't be obtained by the start of classes because requisitions from faculty were late	16-1	-2

35. Do you agree or disagree with each of the following statements?

	Agree	Disagree	D.K.
a. Faculty members are receptive to comments by bookstore personnel as to the service and delivery capabilities of various publishers	17-1	-2	-3
b. Faculty members sometimes mislead bookstores concerning the required or recommended purchase status of a text they are requisitioning	18-1	-2	-3
c. Used book dealers are prompting bookstores to set earlier requisition due dates	19-1	-2	-3

36. Considering only the courses you teach, do you feel that the publishing industry is currently making available an adequate supply of good materials?

Yes	20-1
No	-2
Not sure	-3

37. Do you think the publishing industry is doing an excellent, good, fair, or poor job in terms of ...? (READ LIST)

	Excellent	Good	Fair	Poor
a. The quality of new textbooks published . . .	21-4	-3	-2	-1
b. Delivering textbooks	22-4	-3	-2	-1
c. Providing written information describing new books	23-4	-3	-2	-1

38. On the whole, would you say that the publishing industry strikes a fair balance between its own profitability and responsibility to the educational community, or do you feel it is overly concerned with profits?

Strikes good balance	24-1
Overly concerned with profits	-2

39. Do you agree strongly, agree somewhat or disagree with the following statements?

	Strongly Agree	Somewhat Agree	Disagree
a. Faculty and publishers are working together to provide quality education to students .	25-1	-2	-3
b. Revising a text every few years is useful to faculty and students	26-1	-2	-3
c. Faculty members are not concerned with problems in the textbook distribution system	27-1	-2	-3
d. Too many texts are published for entry level courses, and too few for advanced courses	28-1	-2	-3
e. Faculty and bookstores need to cooperate more closely to accommodate the textbook needs of students	29-1	-2	-3

40. Now I would like to ask you a few questions about the local bookstore where you place most of your textbook orders. What store is that?

30-

_____ 31-

41. In general, would you say that this bookstore is doing a ...?

Very good job	32-1
Good job	-2
Fair job	-3
Poor job, or a	-4
Very poor job	-5

42. I would like to have you rate (STORE IN Q.40) on a number of factors describing their textbook operations. (HAND RESPONDENT CARD D) As you can see the store can be rated from one to five on each factor. You can just read off the rating numbers to me as you go down the list, I'll record the answers.

Efficient textbook operation	33-1	-2	-3	-4	-5	Inefficient textbook operation
Almost always gets books in before classes start	34-1	-2	-3	-4	-5	Often doesn't get books in before classes start
Personnel helpful and cooperative	35-1	-2	-3	-4	-5	Personnel not helpful and cooperative
Keeps faculty informed on status of book orders	36-1	-2	-3	-4	-5	Doesn't keep faculty informed on status of book orders
Get quick delivery in rush situations	37-1	-2	-3	-4	-5	Doesn't get quick delivery in rush situations
Well laid out and labelled stock	38-1	-2	-3	-4	-5	Poorly laid out and labelled stock
Orders right number of books	39-1	-2	-3	-4	-5	Frequently underorders
Good selection of supplemental materials	40-1	-2	-3	-4	-5	Poor selection of supplemental materials
Well managed	41-1	-2	-3	-4	-5	Poorly managed

43. Approximately how many times in a year are you visited by publisher's travelers, or sales representatives?

None	42-1
1 - 3	-2
4 - 8	-3
9 - 14	-4
15 - 24	-5
25 or more	-6

44. Do you agree strongly, agree somewhat, or disagree with the following statements?

	Strongly Agree	Somewhat Agree	Disagree
a. Travelers are a source of two way communications between publishers and faculty members	43-1	-2	-3
b. Travelers use high pressure selling techniques	44-1	-2	-3
c. Travelers are a valuable source of information on new textbooks in your field	45-1	-2	-3
d. Travelers tell faculty members that they can order books weeks after the bookstore's requisition date	46-1	-2	-3
e. If a traveler's book in your course area doesn't suit your needs or approach they will not attempt to sell it to you	47-1	-2	-3
f. Travelers aren't around long enough to become familiar with the school and faculty	48-1	-2	-3

45a. How many unsolicited complimentary textbooks do you receive from publishers in an average year?

b. How many of these do you examine in detail for possible adoption?

	Q.45a Receive	Q.45b Examine
None	49-1	50-1
1 - 2	-2	-2
3 - 4	-3	-3
5 - 9	-4	-4
10 - 14	-5	-5
15 - 19	-6	-6
20 - 29	-7	-7
30 - 49	-8	-8
50 or more	-9	-9

46. What do you do with most of the unsolicited textbooks you receive? (DO NOT READ LIST)

Keep in personal library/office	51-1
Place in department/institution library	-2
Give to students	-3
Throw away	-4
Sell to bookstore	-5
Other (SPECIFY): _____	-6
Sell to used book company representative	-7

SKIP TO Q.48

47. Has a representative of a used book company ever offered to buy textbooks from you?

Yes	52-1
No	-2

48. Do you consider it ethical or unethical for a faculty member to sell textbooks they have requested from the publisher?

Ethical	53-1
Unethical	-2

49. Do you teach mostly introductory level and survey courses or mostly advanced courses?

Introductory/survey courses	54-1
Advanced courses	-2

50. Have you ever written or contributed to a college textbook?

Yes	55-1
No	-2

51. What is your average annual teaching load, that is the number of courses taught in a year? (SAME COURSE TAUGHT TWICE COUNTS AS TWO)

One, two	56-1
Three	-2
Four	-3
Five	-4
Six or more	-5

52. What is your age?

Under 35	57-1
26 - 35	-2
36 - 45	-3
46 - 55	-4
Over 55	-5

BY OBSERVATION:

37. Sex:

Male	58-1
Female	-2

38. Race:

White	59-1
Black	-2
Other	-3

60-
61-
62-
80-

CROSSLEY SURVEYS, INC.
909 Third Avenue
New York, New York 10022

COLLEGE TEXTBOOK STUDY
STUDENT QUESTIONNAIRE

#16067
November, 1979

STUDENT'S NAME: _____ TEL. NO.: _____ 4-

COLLEGE OR UNIVERSITY: _____ 5-

INTERVIEWER'S NAME: _____ INTERVIEW DATE: _____ 6-7-

QUOTA INFORMATION

A. Academic Major:

Humanities (languages, fine arts, literature, philosophy)	8-1
Social Science (sociology, political science, history, psychology) .	-2
Science (chemistry, physics, biology, agriculture)	-3
Mathematics/Engineering (computer science, architecture)	-4
Business/Economics (management, accounting)	-5
Education (physical education)	-6
Professional (nursing, journalism, library science)	-7
Vocational (home economics)	-8
Other (SPECIFY): _____	-9

B. Year in School:

Freshman	9-1
Sophomore	-2
Junior	-3
Senior	-4
Graduate Level . .	-5 TERMINATE

C. Sex:

Male . . .	10-1
Female . .	-2

Hello, I'm _____ of Crossley Surveys. We are conducting a survey among students and faculty here at (SCHOOL) and 40 other campuses across the Country. I would like to ask you a few questions about courses you are taking, textbooks and bookstores.

1. To begin with, would you say your primary objective in going to college is to prepare for a career or to make yourself a well-rounded, educated person?

Career	11-1
Well-rounded . .	-2

2a. Have you found the courses you have taken to be very satisfactory, somewhat satisfactory, or have you generally found them unsatisfactory? (RECORD BELOW)

b. How about professors?

c. How about the books you've been assigned?

	Q.2a Very Satisfactory	Q.2b Somewhat Satisfactory	Q.2c Unsatisfactory
a. Courses	12-1	-2	-3
b. Professors	13-1	-2	-3
c. Books	14-1	-2	-3

3. In your own personal affairs, how much of a problem is it for you to find enough money to meet the expenses of living and going to school? Is money a serious problem, somewhat of a problem, or not much of a problem?

Serious problem	15-1
Somewhat of a problem . .	-2
Not much of a problem . .	-3

4. About how many hours do you spend reading course related material during an average week? That is, reading or studying basic textbooks, journals, reference books, or other publications concerned with the college courses you are taking?

Under 2 hours per week .	16-1
2-5 hours per week . . .	-2
6-8 hours per week . . .	-3
9-12 hours per week . . .	-4
13-16 hours per week . .	-5
17-20 hours per week . .	-6
Over 20 hours per week .	-7

5. Do you prefer courses which assign a reading list containing portions of several books, or do you prefer courses with a single basic textbook required?

Reading list	17-1
Single basic text	-2

6. When you are studying for a course, do you find separately produced study guides to be very useful, somewhat useful or not useful? (CONTINIE WITH REMAINING ITEMS ON LIST)

	Very Useful	Somewhat Useful	Not Useful	Don't Know
a. separately produced study guides . .	18-1	-2	-3	-4
b. workbooks	19-1	-2	-3	-4
c. color illustrations in textbooks . .	20-1	-2	-3	-4
d. questions and problems with each chapter or section of a textbook	21-1	-2	-3	-4
e. chapter introductions and summaries	22-1	-2	-3	-4
f. notes in the margins of textbooks .	23-1	-2	-3	-4

7. In courses you have taken, if you never opened any of the course books or other reading materials, but relyed only on notes taken in class, how well would you do? That is, do you think you would ...

Do as well, or	24-1
Not do as well	-2

8. At the start of the term did you have a fixed amount of money that you intended to spend on books, or did you spend whatever was necessary to get the books you needed?

Fixed amount	25-1
Whatever necessary . . .	-2

9. Is the bulk of the money you spend for books provided by your parents or are they your own funds?

From parents	26-1
Own funds	-2

10a. How many courses are you taking this term?

One-two 27-1
Three . . . . . -2
Four . . . . . -3
Five . . . . . -4
Six or more . . . -5

b. How many books have you purchased for use in these courses?

None 28-1
One-three . . . . -2
Four-six . . . . -3
Seven-ten . . . . -4
Eleven-fifteen . -5
Sixteen or more . -6

c. About how much did these books cost you? $_____ (29-30)

d. Were there any books assigned as required books in your courses which you did not buy?

Yes 31-1
No -2

e. How many such books were assigned but not bought?

One 32-1
Two . . . . . -2
Three . . . . . -3
Four . . . . . -4
Five or more . . -5

11. If you were required to have a textbook for a given course, and it was not available in any bookstores until two weeks after the start of classes, would you buy it at that time?

Yes 33-1
No -2

Now I would like to ask you some questions about the class you are currently taking which has the largest number of students.

12. In what department is the course taught?

Humanities (languages, fine arts, literature, philosophy) 34-1
Social Science (sociology, political science, history, psychology) -2
Science (chemistry, physics, biology, agriculture) . . . . . -3
Mathematics/Engineering (computer science, architecture) . . . . . -4
Business/Economics (management, accounting) . . . . . -5
Education (physical education) . . . . . -6
Professional (nursing, journalism, library science) . . . . . -7
Vocational (home economics) . . . . . -8

Other (SPECIFY): _____ -9

13. About how many students are in this class?

Under 20 35-1
20-50 . . . . . -2
51-100 . . . . . -3
101-300 . . . . . -4
Over 300 . . . . -5

14a. Would you say this is an introductory level or advanced course?

Introductory . . 36-1
Advanced . . . . -2

b. Are you taking this course because it is in your major or a closely related area, or are you taking it to fill requirements in a subject not closely related to your major.

In major/closely related fields 37-1
Not closely related to major -2

15. Is there a basic textbook for this course?

Yes 38-1
No -2
SKIP TO Q.24

16a. Are you required to have a copy of this book, or is it merely recommended that you read it?

Required 39-1
Recommended . . -2

b. How many other books are required and how many others are recommended for this course?

	Q.16a Required	Q.16b Recommended
None	40-0	41-0
1	-1	-1
2	-2	-2
3 - 5	-3	-3
6 - 9	-4	-4
10 or more	-5	-5

17. At the beginning of the term, what, if anything, did the instructor or professor say to your class about the basic textbook and whether or not you should buy it?

_____ 42-

_____ 43-

_____

18a. Did you buy a copy of the basic text?

Yes 44-1
No -2

b. Why didn't you buy a copy? [DO NOT READ LIST, MULTIPLE ANSWERS ALLOWED]

Too expensive	45-1
Not that interested in course	-2
Had access to another copy	-3
Not available in bookstores	-4
Didn't think it was any good	-5
Isn't necessary for the course	-6
I never buy textbooks	-7
The instructor said it's not necessary.	-8

Other: _____

_____ 46-

SKIP TO Q.23a

19a. Were used copies of this book available in the bookstore when you bought your copy?

Yes 47-1
No -2
SKIP TO Q.20

b. Did you buy a used copy or a new copy?

Used 48-1
New -2

c. If used copies were available why did you buy a new copy?

_____

_____

_____

20. Is the copy you bought in softcover or hardcover?

Softcover	49-1
Hardcover	-2

21. Have you ever commented to your instructor about the quality of this text?

Yes	50-1
No	-2

22a. When the term is over will you definitely sell your textbook, probably sell it, or do you plan to keep it?

Definitely sell	51-1
Probably sell	-2
Plan to keep it	-3

b. I'm going to read you a list of reasons people have for wanting to keep textbooks. After I read the list please tell me which one most closely describes the reason you have for planning to keep this textbook? (READ LIST, MULTIPLE ANSWERS ALLOWED)

It is a very good or interesting book	52-1
To build a personal library	-2
As a future reference source	-3
It is a subject of major interest to me	-4
Someone may need it later	-5

23a. Are there any supplemental materials produced to go along with the basic textbook?

Yes	53-1
No	-2
SKIP TO Q.24	

b. Did your instructor recommend that you use these materials?

Yes	54-1
No	-2

c. Did you buy any of these supplemental materials?

Yes	55-1
No	-2

24. Now I would like to ask you a few questions about the local bookstore where you buy most of your textbooks. What store is that?

_____

25. In general, would you say that this book store is doing a ...

Very good job	56-1
Good job	-2
Fair job	-3
Poor job, or	-4
Very poor job	-5

26. I would like to have you rate (STORE IN Q.24) on a number of factors describing their textbook operations. (HAND RESPONDENT WHITE CARD A) As you can see the store can be rated from one to five on each factor. You can just read off the rating numbers to me as you go down the list, I'll record the answers.

Efficient textbook operation	57-1	-2	-3	-4	-5	Inefficient textbook operation
Almost always gets books in before classes start	58-1	-2	-3	-4	-5	Often doesn't get books in before classes start
Personnel helpful and cooperative	59-1	-2	-3	-4	-5	Personnel not helpful and cooperative
Gets quick delivery in rush situations	60-1	-2	-3	-4	-5	Doesn't get quick delivery in rush situations
Well laid out and labelled stock	61-1	-2	-3	-4	-5	Poorly laid out and labelled stock
Good selection of supplemental materials	62-1	-2	-3	-4	-5	Poor selection of supplemental materials
Well managed	63-1	-2	-3	-4	-5	Poorly managed

27a. What is your estimate of the percentage of all books needed by the students that are not available in any local bookstore by the first day of classes?

Percentage not available: _____ (64-65)

Impossible to estimate ☐

b. Who do you believe is primarily responsible for these books not being available to students at the start of the terms? (DO NOT READ LIST)

Bookstore	66-1
Faculty members	-2
Publishers	-3
Delivery/mail services	-4
Administration	-5
Academic departments	-6
Other (SPECIFY): _____	

The following questions are for statistical purposes only.

28. Are you ...

Single	67-1
Married	-2
Separated/divorced/widowed	-3

29a. What is the major source of financing for your living and education expenses while in college?

Own savings	68-1
Scholarships	-2
Loans/grants	-3
Working (self)	-4
Spouse	-5
Parents	-6
Other: _____	

b. Approximately what is your parents' annual family income? Is it ... (READ LIST)

Under $7,000 a year	69-1
$7,000 to $9,999	-2
$10,000 to $14,999	-3
$15,000 to $19,999	-4
$20,000 to $24,999	-5
$25,000 to $34,999	-6
$35,000 or over	-7

BY OBSERVATION:

30. Race:

White	70-1
Black	-2
Other	-3
	80-(1)

About the Association of American Publishers

The Association of American Publishers, which membership comprises some 350 houses, is the major voice of the book publishing industry in the United States. The College Division of the AAP represents a majority of all the college textbook publishers in the United States and is directly concerned with the marketing, production and distribution of textbooks in the undergraduate and graduate fields.

About the Book Industry Study Group

The Book Industry Study group is a non-profit, voluntary association of individuals and firms from the various sectors of the book industry: publishers, manufacturers, suppliers, wholesalers, retailers, librarians, and others engaged professionally in the development, production and dissemination of books. The immediate purpose of the Group is to promote and support research in and about the industry.

About the National Association of College Stores

The National Association of College Stores serves 2,456 store members and 770 associate members. It unites in one organization those persons and firms engaged in the retail sales of books to students and faculties of educational institutions and promotes a high standard of business methods and ethics among its members.

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